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ABSTRACT

The information in this guide is arranged to provide Title I reading teachers with (1) a list of materials that are coordinated with the performance objectives forming the core of the educational program for Title I students, and (2) suggested teaching strategies for each performance objective. Content of the guide is divided into the following sections: language/listening, comprehension, word study, and word analysis. The guide advises that since the teaching strategies included provide ideas spanning the needs and interests of several age groups, reading teachers should choose those that are most appropriate for individual students. (HOD)

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MATERIALS

AND

TEACHING STRATEGIES

FOR

PERFORMANCE OBJECTIVES

TITLE I READING

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CS 007 835

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INTRODUCTION

The information in this handbook serves two purposes. The first is to provide Title I reading teachers with a list of materials which have been coordinated with the performance objectives which form the core of the educational plan for Title I students.

The second purpose is to provide Title I reading teachers with suggested teaching strategies for each performance objective.

As new materials become available and are found to be effective for specific objectives, they should be added to the list in the appropriate place. Similarly, as teachers devise effective teaching strategies for specific objectives, they may be shared with Title I staff and added to this book.

The committee which compiled the list of materials and wrote the teaching strategies did not suggest levels of difficulty but tried to provide ideas which would span the needs and interests of several age groups. The reading teacher must choose those which are most appropriate for individual students.

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LISTENING LANGUAGE

(W3) L-1 Given six patterns clapped by the examiner, the student will correctly reproduce four.

Strategies

1. The teacher uses a drum and beats a simple rhythmic pattern. The children listen and then imitate the pattern by tapping their hands on the table.

2. Children may be helped to do this by adding verbalizations short, long, loud, soft, fast, slow.

Materials

Drum or coffee can with plastic lid

Distar Reading I
SRA

Perceptual Development Strips

(W3) L-2 Given 3 groups of four words orally the student will repeat the words in the sequence given.

Strategies

1. Telephone game - child whispers a word to another child who in turn repeats what he has heard to child next to him.

2. "I'm going to_____ and will take_____." Next child repeats the sentence, then adds what he will take.

3. The teacher says a sequence of numbers or letters. The child listens and then repeats.

Materials

(W3) L-3 Given a sentence orally the student will repeat the sentence of a length appropriate to his grade level.

Strategies

1. Repeat the sentence before writing it when doing dictation.

2. Game: Repeat after me -

   A child gives a sentence and each child in the group repeats. Each child that repeats it correctly gets a point.

   *Older children - Child reads a sentence, the others have to repeat.

3. Children sit in a circle. A child makes a statement about himself or something he did. Child next to him repeats the statement before he makes his statement about himself. Continue on around the circle.

4. Adaptations: Substitute name of person for the pronoun "I".

   Substitute names of speaker and add self to the sentence. e.g. Mary says, "I went to London." Next child says, "Mary and I went to London."

5. Give each child a magic sentence and ask him to repeat it aloud once. At the end of the class ask the child to tell you the sentence.

Materials

(W4) L-4 Given a verbal sequence of four words the student will arrange four pictures in that order.

Strategies

1. Have each child draw four pictures. Then cut pictures apart. Teacher takes the pictures and asks the child to arrange them in a specific order.

2. Learn jump rope jingles.

Materials

Box of pictures from Ideal

DLM cards
- a) Category cards
- b) Sequential picture cards
- c) Any appropriate picture cards

(W5) L-5 Given 30 pairs of words the student will be able to indicate by saying "same" or "different" whether or not the two words in the pair are the same.

Strategies

1. Read pairs of words. Child listens and says "Yes" if the words are exactly the same. "No" if they are different.

   Example: Jack-jump
   pan-pan
   big-pig

2. Give children many opportunities to use the words "same" and "different."

Materials

L-6 Given a story orally the student will order four pictures in the sequence suggested by the story and retell the story.

Strategies

1. Teacher can make up a story for sequence cards, then have the student put the pictures in order.

2. Student can make four illustrations for:

   a) a story familiar to them
   b) a story read to them
   c) a story read from their basal reader

3. After reading nursery rhymes to the children, have them sequence pictures.

   Jack and Jill
   Humpty Dumpty
   Hickory Dickory Dock
   Little Miss Muffet
   Hey Diddle Diddle

Materials

DLM Sequential Cards I and II

Cut up comic strips

Pictures from old workbooks

A book of nursery rhymes

A book of familiar stories

L-7 Given five pictures prearranged, the student will tell a story in the sequence suggested by the pictures.

Strategies

1. Borrow a camera and take pictures of students doing different activities. Have students arrange pictures in sequential order.

Materials

Camera and film

DLM Sequential Picture Cards

L-8 Given five pictures the student will arrange the pictures and tell a logical story, telling at least one sentence about each picture.

Strategies

1. Practice same activity as the test using different pictures.

2. Ask children to draw pictures illustrating:

   a morning at school

   what they do to get ready for school

   what they do on Saturday

   how to make jello

   how to make popcorn

   how to make pudding

Materials

DLM Sequential Picture Cards I

Comic strips can be cut apart

Cut pictures from discarded readiness workbooks

L-9 Given a four-part verbal direction the student will follow the direction in the sequence given and describe in sequence what he/she has done.

Strategies

1. Whisper to a child 4 directions you want him/her to pantomime.

Examples: Play fireman
drive the truck
climb the ladder
hook up the hose
squirt the water

Play policeman
blow the whistle
direct the traffic
walk a child across the street
get into the police car

2. Have the children sit in a circle with the empty wastebasket in the center. Have two beanbags beside the basket. Give the children a variety of directions to carry out.

Example: Hop to the basket. Put one foot into the basket. Take it out and then walk back to your place.

3. Use a puppet to give a series of commands for a child to perform.

4. Game songs: Tell me how you play "Farmer in the Dell" or other games children are familiar with.

Materials

Puppets

L-10 Given the direction to write his name and/or dictated words the student will demonstrate his understanding of left to right progression.

Strategies

1. Teacher places one dot on the chalkboard and another about 5 feet to the right. The directions are "Start with the dot at the left and draw a line to the dot at the right."

2. Line up 5 items found in the classroom. Student will name them starting at the left and progressing to the right.

   Variation: use a felt board and felt objects

Materials

felt board

felt objects

L-11 Given ten verbal directions specifying the use of the right or left hand, the student will carry out the directions.

Strategies

1. Play game Twister
2. Play singing game Looby Lou
3. Practice directions for putting name on paper - upper right, lower left, etc.
4. Sort pictures of left and right gloves, mittens and shoes

Materials

Twister game

Record or tape of Looby Lou, Duke of York, Bunny Hop.

Pictures of left and right gloves, mittens, shoes.

L-12 Given a verbal direction the student will locate the following body parts:

forehead	eyebrows	hips
neck	eyelashes	ankles
nostrils	cheeks	heels
elbows	chest	calf
wrist	waist	thigh
shoulder	knees	

Strategies

1. The teacher touches parts of her body and asks the student to touch his/her _____.
2. Have student close eyes and touch _____.
3. Direct student to move parts: bend elbows, wiggle nose, wave fingers.
4. Use record with song "Hokey-Pokey". Name body parts before playing the record. Then vary the parts of the body that go inside the circle.
5. The teacher gives direction such as touch your elbow. The student next to her follows the direction and then repeats it to the next child in line, continue down the line.

   As students become better at this activity, teacher could add 3 sets of directions.
6. Game: Simon Says - using parts of the body. Do not eliminate the child who makes an error. Child with the fewest errors can be Simon.

Materials

Record or tape of song Hokey-Pokey

Distar Language I

SRA

L-13 Given ten objects the student will use the word "not" in answering a question about each object.

Strategies

1. Teacher makes a statement. Students responds with a statement that includes the word "not."

2. A student makes a statement, another student uses "not" to give the statement the opposite meaning.

3. Child thinks of an object. Others ask questions about it. Child responds with, "It is not _____," until object is correctly named.

4. Ask what you would <u>not</u> see: in the sky, in the morning.

Materials

Distar Language I

SRA

L-14 Given six sets of three pictures the student will select the two that go together and tell how they are related and why the other picture does not fit.

Strategies

1. Mix collections of objects and let children sort them.
2. Mix sets of picture association cards and let children sort them and tell why they were put into those categories.

Materials

Ideal picture cards

DLM classification cards, association picture cards, Sets I and II

Common objects found in home or school that can be classified

L-15 Given the names orally of three related objects (Ex: hammer, saw, screwdriver) the child will tell how they are related.

L-16 Given three columns each headed with a designated category and 15 pictured items, the child will sort the 15 pictures into the correct categories.

Strategies

1. Give pictures of toys, clothing, fruits, vegtables, etc. to child and see if he/she can sort into groups.

2. Given a key picture, the child can find pictures that are associated with it.

3. Ask child or small group of children:

   coffee, milk, bread or tea
   One does not belong, which can it be?

   rose, dandelion, daisy, face
   One could never be put in a vase.

   tiger, lion, dog, kangaroo
   Which one wouldn't you expect to find in a zoo?

   fish, robin, crow, or parakeet
   Which one travels without any feet?

   carrots, potatoes, tomatoes, hoe
   One of them will never grow.

   fly, bee, cricket, toad
   One doesn't belong on the insect road.

   Airplane, scooter, train or car
   Which one will not take you far?

   Table, dog, lamp, chair
   Take one out to make it fair.

Materials

Croft Skillpacks - Main Idea

DLM Picture Association Cards

DLM Classification Cards

Workjobs (Addison-Wesley, 1972) pages 68-81

L-17 Given ten sentences orally with each sentence containing one inconsistent word, the student will be able to choose the word that does not fit the context and supply a word that does fit.

Strategies

1. Find mistakes in pictures.

2. Read a nonsense sentence and have the student tell what is inconsistent.

   Examples:
   We drink from a fork.
   The dog meowed.
   Dad drives a fish to work.
   It is cold in the summertime.
   Sally's hair is blue.
   A car has three wheels.
   On Saturday we went to school.
   Jerry was eight years old on his tenth birthday.

3. The teacher can repeat nursery rhymes inserting an incorrect word. The children will find the wrong word and give the correct one.

Materials

Hallmark printed placemats

(1) Fire Station No. 115
(2) Mickey Mouse and the Treasure Hunt

L 17

INCONSISTENT WORD

(For use with older students)

Examples:

1. John got his skiis and ski poles and went skating. (skiing)
2. Sally looked and looked for her doll and finally lost it under the bed. (found)
3. Jane slipped and fell on the ice and fixed her leg. (broke)
4. The day was so sunny that Jim put on his jacket. (cold)
5. Mother took the clean clothes to the laundromat to be washed. (dirty)
6. She put the food in the refrigerator to keep it warm. (cold)
7. She turned on the air conditioner in the car to defrost the windshield. (defroster)
8. He dribbled down the court and then threw the football through the hoop. (basketball)
9. Mary needs to wear glasses when she reads, otherwise her ears will hurt. (eyes)
10. The man drove his airplane down the freeway. (car)

L-18 When presented with an object, the student will name the object and give at least four characteristics of the object.

Strategies

1. Play grab bag. Each child chooses one bag and looks inside. One child at a time takes out his object and describes as many properties as he can.

   Alternate - Child describes an object without showing the rest of the group. Others guess what his object is.

2. Hold up a common object and ask what it is. Help children use words that describe it.

3. Teacher whispers 4 characteristics of an animal to each child. Child draws a picture of his/her animal. Child shows picture and describes animal to the group.

Materials

Assorted objects in lunch bags.

Example - small car, bell, envelope, black eraser

L-19 When given oral directions, the student will demonstrate his understanding of the following terms by carrying out the directions.

above/below	up/down	in front of/in back of
inside/outside	on/off	left of/ right of
over/under	between/middle	

Strategies

1. Use pictures that show the concepts presented with the objective. Child looks at pictures and tells what is happening.

2. Child is given directions to follow: stand behind the chair, put the book on the table, put the pencil to the left of the paper.

3. Photograph students placed in various positions: in front of, under, on top of, beside, behind a table. Students view picture and describe using terms listed in sentences.

4. Use a pocket chart (group or individual) and ask student to put cards in various positions.

Materials

Camera and film (can be checked out)

Pocket chart, group and individual

L-19

Spatial Concept/Language

Strategies

5. Student is given oral directions to complete a picture:

   "Draw a large circle at the bottom of the page. Make a slightly smaller circle on top of the large circle. The circles must be touching," etc. If pictures look dissimilar, discuss differences.

Materials

paper

pencil/crayons

L-20 Given a demonstration by the teacher (involving the words listed in Objective L-19) the student will describe what he has seen using these words or a synonym.

Strategies	Materials
1. Teacher whispers a direction to a student who carries out the direction. The other students must describe what has happened.	DLM Spatial Relation Picture Cards

L-21 Given the following verbal directions, the child will carry out the directions on the paper provided.

draw a line through, draw a line from ___ to ___.
draw a line around
draw a line under put an x on draw a circle around

Strategies

1. Make a grid with pictures or words in each square. Teacher asks children to draw a line under the tree, or put an X on the house. (These can be made and laminated for you to keep.)

2. Have the children make pictures and mark each one following the directions given.

Materials

Barnell Loft - Following Directions (for children who are reading)

L-22 Given the direction to choose the objects described by the following words, the child will choose the appropriate object.

largest
smallest
widest
narrowest
longest
shortest
tallest

Strategies

1. Line up cardboard tubes. Ask questions such as: Which cylinder is the tallest? Which is the shortest? If I take this one away, which one is the tallest?

2. Three students line up and another student tells which student is the tallest or shortest.

3. Compare widths of doors, books, tables.

Materials

graduated cardboard tubes

nesting toys

tin cans of various sizes

paper strips for wide and narrow

DLM same or different proportion cards

L-23 When given 10 incomplete verbal analogies, the student will be able to correctly complete the analogies.

Strategies

1. Look for commonalities of unlike objects. Bring in a selection of familiar objects. Students pair objects and explain how they are alike. Try to find as many combinations as possible.

2. To teach relationship of part to whole give the students incomplete analogies that focus on the body:

   a) fingers are to hands as toes are to ____.

   b) knee is to leg as elbow is to _____.

   c) hands are to people as paws are to ____.

3. To teach the relationship of whole to part reverse strategy No. 2:

   a) hand is to finger as foot is to _____.

   b) leg is to knee as arm is to _____.

4. The relationship of location involving position and movement:

   a) Tractor is to country as bus is to _____.

   b) Toothbrush is to the bathroom as a frying pan is to _____.

   c) Bird is to fly as fish is to _____.

   d) Boy is to a girl as man is to a _____.

Materials

Taskmaster Cards

Professional books:
Preventing Failure in the Primary Grades
Siegfried Engelmann

L-24 Given ten sentences orally with the last word deleted, the student will supply an appropriate word to complete each sentence.

L-25 Given ten sentences orally with the verb deleted, the student will supply an appropriate verb to complete each sentence.

Strategies

1. Teacher starts a sentence but deletes last word. Student must supply an appropriate word.

2. Teacher whispers a sentence with last word deleted to each child at dismissal time. Child must supply a reasonable word before leaving.

3. Read a story to the children, but omit the last word of every other sentence. Students supply the words.

4. Read a story to the students but instead of supplying "blank" for the deleted last word, use an inconsistent word.

   Example: Jim was walking down the snake .

Materials

L-26 Given an opportunity to practice, the student will recite three nursery rhymes accurately.

Strategies

1. Chiid recites nursery rhyme as an entrance ticket to class.
2. Create skits about nursery rhymes and present to other classrooms.
3. One child pantomimes a nursery rhyme, others guess the title of the rhyme.

Materials

In A Pumpkin Shell
Joan Walsh Anglund

Wildsmith's Mother Goose
Brian Wildsmith

A Pocket Full of Posies
Marguerite De Angeli

Real Mother Goose
Blanche Fisher Wright

L-27 Given five seconds to view a picture, the student will recall and tell about a minimum of four details from the picture.

Strategies

1. Take photographs of children involved in an activity. Children name details during discussion.

2. Use attribute blocks. Teacher forms a pattern. Child views pattern. Cover pattern and have child reproduce it with his own blocks.

Materials

Peabody kits I and II

Magazines pictures

Study prints from the library

L-28 Given a picture the student will respond with four sentences describing content and/or activity in the picture.

Strategies

1. Cut pictures from stories in an old basal reader. Arrange in sequence. Have the children discuss what is happening in the story. Encourage complete sentences.

2. Use filmstrips without printed words, records or tapes. Let children describe what is happening in the story.

Materials

Filmstrips

Pictures

L-29 Given four pantomimes the student will use action words in sentences to describe the four activities he has seen.

Strategies

1. Have children play "Guess what I'm doing." Child acts out an activity and chooses a child to describe the activity:

    a) eating a certain food
    b) favorite hobby or sport
    c) occupation when grown up
    d) playing with favorite toy

Materials

Professional books:
Creative Dramatics Handbook
NCTE

L-30 After listening to a story of 100 to 150 words, the student will retell the story including essential details in sequence.

Strategies

1. After listening to a story have the student use a tape recorder as she/he retells the story.

2. After listening to a story, student retells the story and the teacher records it on a large chart.

Materials

Tape recorder

large experience chart

L-31 Given three-fourths of a story orally, the student can provide a reasonable ending.

Strategies

1. Choose an appropriate book or story. Read about three-fourths of the story to the students. Have them provide a reasonable ending for the story.

2. Retell a familiar fairy tale, but have the students change the ending.

3. Retell a familiar story but change the setting or props. Example - Goldilocks is in the city and finds three Big Macs on the table.

Materials

1. Library books

2. Familiar fairy tales

L-32 Given 5 pictures, the student will describe the feelings of the character(s) - fear, anger, excitement, being upset.

Strategies

1. Have children practice making facial expressions for various feelings. Provide mirrors for this activity.

2. Have each child make a mask that shows a feeling. Children can use these masks in short skits. Masks on sticks are easy for children to manipulate.

Materials

Small mirror

Study prints (pictures) Understanding Ourselves and Others; Moods and Emotions, Marie Frost. Child's World, Inc. 1969.

L-33 Given a story or poem orally, the student will describe an individual's feelings.

Strategies

1. Have discussions centered on specific feelings:
   a) I had a happy day when.....
   b) The saddest thing that happened.....
   c) Someone made me angry when.....
2. Ask students what may have caused these feelings and how they handled them.
3. Role play students' experiences:
   a) Helping a friend in need
   b) Pushing or cutting in line
   c) Losing a pet or favorite possession
4. Provide puppets for students to express feelings and experiences.

Materials

Books:
Around and Around Love
Betty Miles
How I Feel
June Behrens
I Have Feelings
Terry Berger
It's Mine
Crosby Bonsall
Where Is Daddy?
Beth Goff

Filmstrip and Record: First Things
"You Got Mad: Are You Glad?"
Guidance Associates
(this is part of a complete series for K-6 grades)

L-34 Given 10 simple words the student will produce two words that rhyme. Example: cat, hat, bat

Strategies

1. Read from a Dr. Seuss book but delete the last word in every other line. Have student supply the rhyming word.

2. Read nursery rhymes but delete the last word in the verse. Student supplies the word.

3. Give student a set of 8-10 pictures. Ask student to pair the pictures that rhyme.

Materials

The Cat in the Hat
Green Eggs and Ham
Hop on Pop
Dr. Seuss

In a Pumpkin Shell
Joan Walsh Anglund
Brian Wildsmith's Mother Goose
Brian Wildsmith
A Pocket Full of Posies
Marguerite DeAngeli
Real Mother Goose
Blanche Fisher Wright
Ginn Word Enrichment Program (workbooks levels 1 & 2)

L-35 After listening to a story or selection of approximately 125 words at an appropriate grade level the child will orally answer questions.

Strategies

1. Choose an appropriate book from the library. Read the story to the students. Ask questions about the story.

2. Have students listen to a story or a tape. Ask them to think of questions they could ask about the story.

Materials

Inch by Inch
Leo Lionni
Red Bantam
Louise Fatio
Little Toot
Hardie Gramatky

L-36 Given one of the stories used in L-30 (a or b tests above) read aloud, the student will be able to provide a title.

Strategies

1. Share poems and ask students to suggest a title.

2. Have students think of a title after:

   a) viewing a filmstrip
   b) hearing a story
   c) listening to a record
   d) viewing a pantomime or skit

Materials

Suggested poems:

"The Toaster" William Jay Smith p. 107 Time for Poetry, Arbuthnot.

"The Picnic" Dorothy Aldis p. 103 Time for Poetry, Arbuthnot.

"Mud" Polly Chase Boyden p. 157 Time for Poetry, Arbuthnot.

COMPREHENSION

S 2.3.1 Given 4 pictures that illustrate the story, the learner will number them in the correct sequence.

Strategies

1. Read story to students. Have each student tell one thing that happened in the story and illustrate. Have students place pictures in correct order.

2. Read story to students. Have students re-tell the story and illustrate. Scramble pictures and have students put back in order.

   Appropriate storys:
   - Three Billy Goats Gruff
   - Little Red Hen
   - Gingerbread Boy
   - Henny Penny
   - Brown Bear, Brown Bear, What Do You See?

3. When using the DLM cards, have the students orally tell a story to go with the pictures.

4. Refer to strategies for L-4, L-5, L-6, L-7 and L-29.

Materials

DLM Picture Cards: I, II, III, IV

Sequential Strips

Open Sequence Cards

Camera - student-taken pictures

Comic Strips

Kodak Photo Sequence Cards

Finger Plays

Puppets

Oral Language Activities File
Kansas City Public Schools

Steck Vaughn
Sunshine pg. 48

SARI Game Kit

Ginn Magic Circle Books
Levels 1, 4

Bill Martin, Jr.
Instant Readers - Level A

Professional Books:
Croft Inservice Manual
Preworkshop II pg. 9-10
Postworkshop II pg. 2,3,6
Project Basic - Comprehension Skills - Cedar Rapids, Iowa

2.3.2 Given a picture the student will dictate an experience story in three simple sentences and read it back with 75% accuracy.

2.3.3 Given an experience story dictated by the student s/he will demonstrate understanding of the concepts of "word", "phrase" and "sentence" by locating each of them in the story as the teacher directs.

Strategies

1. Select appropriate themes, books, activities, nouns, animals, boys and girls.
2. Immerse children in oral language through good models.
3. Give the students time to use language of the models in discussions, chanting, dramatizing.
4. Write students' words exactly. Use students' grammatical construction, but spell words correctly. Students should write sentences and stories on their own as soon as possible.
5. Read entire story to students pointing to each word.
6. Re-read the first sentence.
7. Have students read first sentence. Tell them any word they don't know.
8. Students or teachers, or both select one or more meaningful words from a sentence. Underline word(s).
9. Write a word card for each word.
10. Have students match word on card to words in the sentence.

Materials

Chart tablets
Sentence strips

Pictures from Readiness and PrePrimer basals used in Des Moines Schools

Library books with few or no words
Keats: Pssst Doggie
Skates
Kitten for a Day
Mayer: A Boy, A Dog and a Frog
Where is Willie

Kinder Owl Series
Holt Rhinehart, Winston
Instant Readers
Bill Martin, Jr.
Little Owl Series
Holt Rhinehart, Winston
Little Trolley Books - Economy
Children's Experiences
Sequence Pictures
Bank Street Language Kit - Ginn, Level 1

Professional Books:
Language Experience Activities
Roach Van Allen
Houghton Mifflin
Language Experiences in Reading
Level I - Roach Van Allen
Claryce Van Allen
Encyclopedia Britannica Press.

2.3.2 (Continued)
2.3.3

Strategies	Materials
11. Continue in this manner with another sentence. Go through several sentences or entire story if dictation is short. Keep number of words to 5 or 6 at the beginning.	
12. Call attention to sentences, punctuation and capitalization.	
13. Note the similarities and differences between the words in the story.	
14. Prepare a set of word and phrase cards from the story for further teaching.	
15. Mix the word cards. See if students can read them independently. If not, have them match word to word in story.	
16. Make a copy of the story for further use.	
17. Prepare additional lessons on word decoding, writing, composition and alternative vocabulary.	

S 3.3.1 The learner will read a story and sequence sentences. Given a story and 4 sentences, the learner will number each sentence in the correct sequence.

3.3.1a When presented with the sentences of a story, the student will arrange the sentences in sequential order with 100% accuracy.

Strategies

1. Language Experience Approach to teaching sequence.

   * a. Students dictate story
   b. Put on sentence strips
   c. Students take a sentence strip and illustrate
   d. Students sequence pictures and match sentences to each picture
   e. Remove the pictures. Provide each student with a set of scrambled sentences and have students sequence sentence strips
   f. Make copies of the story with scrambled sentences at bottom. Students then number sentences in order

   *a-d recommended as a group activity

2. Group Activity:
   Choose a story that you or the students have read. Make and scramble four sentence strips that tell the story sequence. Have students read all four sentence strips. Then they choose which happened first and locate within story the sentence which supports their choice. Continue process with the remaining three sentence strips.

3. Ask students to sequence alphabet letters, numbers, days of week, months and titles of stories they have read from basal readers.

Materials

Stories from:
Supplemental books
Basal Readers

Bomar: Monster Books

Benziger Books:
Frog Fun
Tuggy
Pepper
Risky Trip
Six in a Mix

SRA Listening Skills Ia, Ib

Educators Publishing Co.
Readers - Mac & Tab, etc.

Lippincott Super Books,
Kit 1

Ginn Magic Circle Books Lev. 5

Professional Books:
Language Experience Activities
Roach Van Allen
Houghton Mifflin
Language Experience in Reading
Roach Van Allen and
Claryce Van Allen
Encyclopedia Britannica Press

S 3.3.1, S 4.3.1, S 5.3.1

SEQUENCE

Strategies

4. To teach a self checking system for sequencing sentences after reading a selection, use the following procedure:

a. Prepare a set of three to five sentences in mixed order. Sentences may be chosen from any appropriate reading material: the reader, Barnell Loft Multiple Skills Series or an experience story.

b. Prepare the sentences by first copying the sentences exactly as they are found in the story. When the student becomes efficient at this level, paraphrase the sentences. Last, prepare the sentences using a few that are inferred.

c. Have the student read the section and then read all of the sentences to be sequenced. The student decides which sentence happened first in the selection and puts a one beside it.

d. Next have the student find the sentence in the story and put a one half inch square cardboard numeral 1 beside it. Continue this process until all sentences on the prepared sheet have a written numeral beside them and each sentence has been located in the story and a cardboard numeral placed beside it.

Materials

A prepared sheet of sentences in mixed order

A set of 1/2 inch squares cardboard numerals 1 through 5 for each student.

Barnell Loft Multiple Skill Series, Levels A through E
Basal Readers
Duplicated Stories
Experience Stories

S 3.3.1, S 4.3.1, S 5.3.1 Cont.

SEQUENCE

Strategies	Materials
e. Last, have the student check to see if the cardboard numerals are in order. If they are, the student knows that he has sequenced correctly; if not it is apparent which sentences are not in order and the student is able to self-correct.	

S 3.3.2 The learner will read a story and recall details. Given a story and 5 questions with 3 choices each, the learner will select the correct answer for each question.

3.3.2a Given four-sentence story and four questions with three choices each, the student will select the answers telling who, what, when and where with 100% accuracy.

Strategies

1. Language Experience Technique
   a. Collect words from students that tell "who"
   b. Collect "doing" words from students
   c. Put words from steps I and II together to form simple sentences.
   d. Gradually add words which tell where and when and continue to form sentences with all of these elements on a daily basis until students understand concepts of who, what, where, when.
2. Use a variety of pictures with details in them. Discuss pictures and ask questions calling for who, what, where, when responses.
3. Use language experience stories. Provide students with copies of stories and detail questions to answer. Have them locate answers in the stories.

Materials

Words in Action pictures

Benziger Books

Ginn Magic Circle Books
Level 5

SARI Game Box

Puppets

D. C. Heath Bookshop A

Steck Vaughn Workbook
Sunshine pg. 14

Professional Books:
Croft: Inservice Program
Manual Post
Workshop V

Strategies

4. During directed reading lessons require students to locate the answers to detail questions in the stories.

5. Finding details in pictures

   Each child is given a picture which has been pasted on a sheet of cardboard. A designated length of time is given to look at the picture. Then without referring to it again, the child answers questions about it.

   Example: What did you see?

   a. What time of day was it?
   b. Were there three boys in the picture?
   c. What do you think happened?

Materials

S 3.3.3 S 4.3.3. MAIN IDEA
3.3.3a 4.3.3a

Strategies

1. Make up titles for pictures.
2. Supply titles for poems or short stories.
3. During Directed Reading, have students tell the most important thing that happened on each page. Write what is said on sentence strips. When story is completed arrange in sequence.
4. Review titles of stories in a unit. Have children decide what the theme of the unit is.
5. Read a riddle. Have students tell you the clues and what it is.
6. Have children write their own riddles. Children may exchange riddles to answer.
7. Given a poem or short story and three choices of titles, students will tell why two would be eliminated.

Materials

DLM Association Picture Cards

Category Cards
Category Word Hunts I - II
(spirit masters)

Ginn Magic Circle Books
Level 5-6

Croft Skill Pack A-4

Steck-Vaughn Co.
Sunshine pg. 37-38, pg. 51
Audio Progress Lab. I

Barnell Loft*
Getting the Main Idea A
Understanding Word Groups A
Understanding Questions A

SRA Power Builders Ia, Ib, Ic

*note comment regarding
Barnell Loft for 5.3.3

S 3.3.3 S 4.3.3
3.3.3a 4.3.3a

Strategies

8. Children dictate an experience story. Then students decide on main idea and title.

9. Put several items relating to a common theme in a bag. Ask students to take the items out and make up a story that shows that they understand how the items are related. The degree of complexity will vary according to the students' level of thinking. Refer to strategies for 1-12, 1-13, and 1-15.

Materials

Professional Books:
World Book, Childcraft
Poems and Rhymes 1

Project Basic - Comprehension Skills - Cedar Rapids, Iowa

Croft Inservice Program Manual
Pre Workshop II - pg. 8-9
Post Workshop II - pg. 2-5
Post Workshop V - pg. 7-9

S 4.3.1 SEQUENCE
5.3.1

Strategies

1. See Lev. 3 strategies

2. Use a story and scrambled sentences. Have the students go back to the story and underline and number the sentences that contain the information.

3. Have students author their own books.

4. Use a story the student has heard and a sheet of paper divided into four sections. Provide illustrations for the first and last sections. Ask students to write a description of the two pictures provided and to choose two additional parts of the story to illustrate and describe. These should be in correct sequence with the other pictures and descriptions. See strategies for S 7.3.1.

5. Make filmstrips to illustrate stories.

6. Have students make up directions for performing a task such as making a peanut butter sandwich.

Materials

Library Books:
Bill Martin Jr.
Ten Pennies for Candy

Keats, Goggles
Pet Show
The Snowy Day
Whistle for Willie
Peter's Chair

Ginn Magic Circle Books
Level 6-7

Basal Readers

S 4.3.2 5.3.2 DETAILS
4.3.2a 5.3.2a
5.3.4

Strategies

1. Make word or phrase cards telling who, what did he do, where, and when. (refer to Croft Inservice Manual, Post Workshop V pg. 3). Have students classify the phrase cards into the above categories. Have students form sentences using one phrase from each category.

2. Cloze Procedure (not used for placement)
Read a story omitting selected words. While reading, the students will supply the deleted words. After oral practice, the same activity may be used as a written exercise.
   A. Sources of Materials to construct exercises
      1) Stories from basal materials
      2) Literature stories
      3) Social studies or content material
      4) Language experience
   B. Guidelines for constructing exercises
      1) Decide on your objective. Do you wish to call attention to deleted nouns, verbs, pronouns adjectives, etc.?

Materials

Barnell Loft
Understanding Word Groups A
Getting the Facts A
Locating the Answer A
Drawing Conclusions A
Using Context A

Croft Skillpacks A1

Ginn Magic Circle Book
Level 6-7

Hoffman Reader Material
Language 100-Level

Professional Books:
Language Experience Activities
Roach Van Allen
Claryce Van Allen
Houghton Mifflin

S 4.3.2 5.3.2 5.3.4 (continued)
4.3.2a 5.3.2a

Strategies	Materials
2) Choose a selection with approximately 50-100 words. 3) Be sure to leave the first and last sentence complete. 4) All blanks should be of standard length so word choice is not influenced by the length of the lines. Encourage students to read through entire passage before beginning to fill in the blanks. 5) The students supply the words that were deleted. A word bank may or may not be included. (No word bank allows students to be creative. 6) Usually the students have not read the material previously, but it may be used to check mastery of concepts in content area subjects. 7) There may be several right answers. Discuss differences and discover if they could be correct. 8) Encourage students to note that sentences must make sense and the passage should have continuity.	

S 5.3.3 5.3.3b 6.3.3 MAIN IDEA
5.3.3a 5.3.3c 6.3.3a

Strategies

See S 3.3.3 - 3.3.3a
S 4.3.3 - 4.3.3a

1. Use objectives 5.3.3a, 5.3.3b and 5.3.3c as teaching strategies necessary before going on to the next strategy listed here.

2. Ask students to read a paragraph. Next ask students to tell the main thought of each sentence. Then ask students to "add the ideas" of each sentence to get the main idea of the paragraph. (Write details on board, follow through to get main idea - work through together).

3. Note - Barnell Loft -
When using the material for teaching main idea, teach through the paragraphs discussing why the correct choice is the best. After students understand this thinking process, practice the same procedures in basic reading material to help students transfer these techniques.

Materials

Croft Skill Pack - B-3,
C-1 (Primary)

Steck-Vaughn
Whispers 13-14, 16, 28, 30, 50, 53-54

Barnell Loft
Main Ideas A-B
Getting the Facts A-B
(Work through with students)

Readers Digest Skill Builders

Sprint Reading Skills Program
Skills Books 2 & 3

Ginn Magic Circle Books
Levels 6-7

Use any basic material which is currently being used.

Audio Progress Lab. Level II

Professional Books:
Project Basic (Comprehension)
RCSS - 6,8,10
Cedar Rapids, Iowa

S 3.3.3, S 4.3.3, S 5.3.3, S 6.3.3

MAIN IDEA

Strategies

4. Tell or read a familiar story to the students. Supply a title that does not convey the main idea. Through discussion, lead the students to conclude that titles often tell the main idea of a story. Ask the following questions to help the students clarify the reasons that the title you suggested is not the main idea of the story.

    a) Who are the characters in the story?

    b) Where did the story take place?

    c) What happened in the story?

    d) Why did a certain thing happen?

    e) When did the story take place?

Materials

Use the stories in the basal reader.

S 6.3.1 The learner will read stories and select correct endings. Given 6 incomplete stories with 3 endings for each, the learner will select the best ending for each story.

Strategies

1. Substitute a Directed Reading Thinking Activity for the procedure in the basal manual. The three basic steps in a DR-TA lesson are:
   1) developing purposes for reading (predicting)
   2) developing habits of reasoning (reasoning)
   3) developing habits of testing prediction (proving)

   The questions used by a teacher in the DR-TA strategy are variations of a set of stock questions. For example:

   Predicting: The teacher begins the discussion by asking:
   1) What do you think a story with a title like that might be about?
   2) What do you think might happen in this story?

   After a brief discussion in which all pupils commit themselves to one or another of the alternatives presented, the teacher asks:
   3) Which of these ideas do you think would be the likely one?
   4) Why do you think that idea is a good one?
   5) How can we find out who is closest?

Materials

Steck Vaughn Workbooks
Sunshine pg. 54-55
Whispers pg. 56

Use sources such as basal readers

Skill Builders

Reading for Concepts - Chauth

Library Books

Magazines

Comic Strips

Ginn Magic Circle Books
Level 8

S 6.3.1 (Continued)

Strategies	Materials
Reasoning: After the pupils set their purposes for reading, they read part of the story and then begin checking their assumptions by answering questions similar to the following: 1) Were you right? 2) What do you think now? 3) Did your predictions agree with the author? 4) How will you change your idea? 5) What do you think will happen next? 6) What would happen if...? 7) Why do you think that idea is a good one? 8) Based on what you have already read, what do you think the author will say about.....?	
Proving: The pupils have been predicting story events, checking their assumptions and giving their reasons for their thinking. Stock questions that help them test their predictions are: 1) What in the story makes you think that? 2) Where in the story do you get information to support your conclusion? Read the line that proves it.	

S 6.3.1 (continued)

Strategies	Materials
2. Read open ended stories to children and have them think up logical endings. 3. Discuss with children that the prediction of the outcome of a story can be based on the regular behavior of a character.	

S 6.3.2 S 7.3.2 S 8.3.3 S 9.1.3 DETAILS
7.3.4

Strategies

1. Using a weekly news magazine or newspaper, have children locate all of the who words in an article, then the what, where, when words. Different colored pencils could be used for each "W".

2. Have children write a brief newspaper report telling who, what, where and when.

3. Who? When? Why?
The teacher hands to each player a set of three cards labeled who, when, why. The teacher reads a phrase and children hold up the card which best describes what the phrase or sentence tells. How and Where cards may be added.

4. Newscast
Each child prepares a short talk dealing with a personal happening. After the "Newscast", the children are to answer who, when, where, and what happened. The newscaster or the teacher may ask the questions.

Materials

Croft Skillpacks A-2, B-1, C-3

Steck-Vaughn Workbook
Raindrops pg. 7, 57

Barnell Loft
Locating the Answer A-B-C
Getting the Facts A-B-C

Scholastic Book Services Go

Newspaper

Professional Books
Croft Inservice Manual
Preworkshop V
Postworkshop V

S 6.3.2 S 7.3.2 S 8.3.3 S 9.1.3
7.3.4 (Continued)

Strategies	Materials
5. Cut out a variety of newspaper articles (front page, want ads, sale ads, picture stories) paste on cards and ask who, what, when, where and perhaps why about the articles. An answer sheet could be made so students could work on a variety of articles at the same time.	

6.3.2 7.3.2 8.3.3
7.3.4 9.1.3

5 W'S
DETAILS

Strategies

6. Using T.V. Facts or T.V. Section of Sunday's newspaper, have students locate answers to 5 W questions. They first need to be proficient in using the guide.

7. PLAY - QUADRANGLES - to reinforce details:

   a) Divide all cards as shown. Make up colored cards with detail categories. There should be two of each - Two "Who's - Two "What's," etc.

   b) On each of the four sides of the white cards, write 5 W and how phrases. These should be written at the student's instructional level. Write what kind of phrase it is on the back so students can self-check.

   c) Each set of cards (colored and white) is shuffled and dealt to players. One card is placed in the center of the board and play begins - - players take turns matching sides. The first player to correctly use all of his/her cards wins the game.

Materials

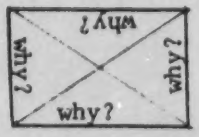
T.V. Facts (free at most grocery stores.)

Newspaper

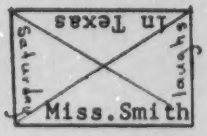
12 - 3"x3" colored squares
12 - 3"x3" white squares

Multiconformity or similar board - see vocab. 7.1.1a

a.



b.



(Reverse side)

Comprehension Joy, Joy Keith page 105,115

S 7.3.1 The learner will read stories and make judgments by selecting middle paragraphs. Given 6 incomplete short stories with 2 middle paragraphs for each, the learner will select the best middle paragraph for each story.

S 9.3.1 The learner will read a story and judge the validity of statements. Given a story and 10 statements with 3 judgmental categories, the learner will select the best category for each statement.

Strategies

1. Read a story - Divide paper into four boxes. A picture is given for the beginning and the ending of the story. Students are to write about the pictures and choose two events that happened in between, draw a picture and write about them. (see example attached) (7.3.1)

2. Ask students to share their most prized possession with the class. As students share, ask them to give the reasons they have chosen that particular item.

3. Help students develop the skill of selecting the standards of behavior against which the actions of a character may be judged by:
   a. Having students describe the physical attributes, personality traits and behavior of a character. Tell how a story would change if any one of these factors were changed.
   b. Tracing a character's actions in the story to determine how the character changes. Ask students to tell what they liked and/or disliked about the character and why.

Materials

Steck-Vaughn Workbook
Footsteps pg. 36, 32a
Raindrops pg. 25

Basal Reader Stories

Television
60 Minutes
Commercials

Croft Skillpacks D-1, D-2, C-2

Library Books

Encyclopedias

Almanacs

History books

Newspaper
Advertisements
Editorials
Letters to the Editor
Columns by well-known newsmen
Book Reviews

SRA News Lab

Croft Inservice Manual
Preworkshop II pg. 5-11

Strategies	Materials
c. Asking students to tell the plot or theme of simple stories. How would they change it and why? d. Asking students to decide if the setting of a selection is important to the structure of the selection. Provide students with alternative settings and have them decide how the different settings would affect the story. 4. Help students learn to judge which information is most useful to the completion of a specific task by: a. Having students select stories to read to younger children. b. Choosing a topic in which students are interested. Have them determine who or what would be the best source(s) of information. 5. Have students watch the T.V. programs 60 Minutes and David Horowitz. Both of these programs would provide excellent discussion material for fact and opinion, validity, reliability and propaganda.	

Strategies	Materials
6. Using basal material, ask students to read the first page of the selection, then read the last page. Ask students to speculate about what happened in the middle of the story.	
7. Help students learn to deal with bias in propaganda. a. Sources of material to evaluate 1) magazines, newspaper 2) classified ads 3) political campaign literature 4) social-political cartoons b. Questions for discussing materials 1) Who is trying to persuade us to do something? What do they want us to do? Is the source reliable? 2) What important information is contained in the material? 3) What important information is left out? 4) What propaganda techniques are being used to increase the appeal for the information that is given?	

Strategies	Materials
c. Propaganda techniques 1) Name calling - bad naming Have students classify words that have positive and negative connotations. Then have students look for these kinds of words in the materials they brought to school. Example: Negative — Positive reckless — bold stingy — thrifty sly — subtle thin-skinned — sensitive fat — plump skinny — slender 2) Glittering generalities - glad names Have students look for the words in advertisements that are meant to attract customers. Have them discuss whether or not they think those words actually describe the products. Example: Use advertisements about cereals. Ask for: a) information needed - cost, nutritional value, taste b) information given c) information left out	

S 7.3.1 - S 9.3.1 (Continued)

Strategies

3) Testimonial - Have students discuss an ad. Discussion should attempt to answer these questions:
   a) What did the company do or say to make people want their product?
   b) Do you think the product really can do what the company claims?
   c) Why do you think the famous person agreed to do the ad?
   Example: Chris Evert endorsing Converse shoes
4) Bandwagon - "everybody's doin'-it" technique - Have students discuss the ways in which their peer group use the bandwagon technique on each other. Then have students make up their own advertisements using the technique.

Materials

Professional Books:
Teaching Reading Skills Through the Newspaper, IRA Service

GOGGLES!

Ezra Jack Keats

Retold by _____

1

69

70

7.3.1

JUDGMENTS

Strategies

8. Use the stories on the following page to give the student practice in making judgments.

Materials

7.3.1

NAME: _____

1. Read each story.

2. Choose the middle paragraph that best completes each story.

3. Mark an X in the box beside your answer.

---

1. The kitchen clock showed it was 8:45 and time to leave for school. James got his coat and hat and hurried out of the house.

☐ Many men are working on the streets breaking up the pavement with jack hammers and carrying away the broken cement.

☐ At the corner he met his best friend and the two continued on. Sometimes they ran but most of the time they walked very slowly.

When they got to school they realized they must be tardy because there were no other children in the halls.

2. Mom makes such good cookies, and sometimes she lets me help.

☐ We mix sugar, shortening, eggs and flour very carefully. Then she lets me shape the cookies on the pan.

☐ We pack some of the cookies in plastic bags to freeze for Christmas eating.

The cookies bake until the edges are slightly brown. Oh, they look delicious and the aroma is heavenly.

3. Days are very hot and the pond and the trees around it are full of living things - birds, insects, and water animals.

☐ Now the days are much shorter and cooler. The leaves are turning red and yellow. Birds gather in flocks to get ready to fly south.

☐ Days are getting longer and the trees are beginning to get their leaves. Animals that have been hibernating are scurrying around looking for food. Birds sing loudly letting all the others know they are back and ready to protect their territory.

It is very quiet around the pond now. The trees have bare branches and the pond is covered with ice and snow. The cold wind whistles through the trees and the dead weeds. Once in a while a squirrel sits on a branch and chatters and eats an acorn.

S 7.3.3 The learner will read stories and select main ideas. Given 6 stories with 3 main ideas for each, the learner will select the main idea for each story.

Strategies

See 5.3.3- 5.33a - 5.3.3b - 5.3.3c
6.3.3 - 6.3.3a

1. Read a story. Have children write the main idea of the story in telegram form. They must "pay" for each word that they use in the sentence.

2. Use content material to teach main idea. Teach children to make transfer of techniques from reading narrative material to factual material.

3. Cut out newspaper articles. Remove headlines. Ask students to match articles to headlines.

Materials

Reading Comprehension
MacMillan Reading Spectrum
Red level

Conquests in Reading
Kottmeyer - Ware

Barnell Loft C Main Idea

Sprint Reading Skills Program
Level 2 - 3
Scholastic Book Services

Newspaper

Audio Progress Lab Level III

S 7.3.3, S 9.3.3

MAIN IDEA

Strategies

4. "A Nose for News"

   Put an envelope on each side of a manila folder. On one side put headlines in one envelope and corresponding articles in the other envelope. Student matches the headline with the corresponding article.

5. Teach locations of main idea. In most expository writing it will usually be found at the beginning, sometimes at the end and infrequently in the middle.

6. Select articles that are written in the four patterns. Have students search for the sentence that states the main idea, identify the signal words and pattern used to write that article.

Materials

Newspaper
Weekly Reader, Xerox

Getting the Main Idea C
Barnell Loft

Sprint, Scholastic

NFL Kit, Bomar

Newspaper
- Articles
- Editorials
- Recipes

Professional Books
NIE, Des Moines Register and Tribune

7.3.5 Given 8 topic sentences for paragraphs of different patterns, the student will predict the pattern by underlining the signal word and selecting the pattern.

9.3.4 Given four paragraphs the learner will recognize the signal words and select paragraph pattern.

Strategies

1. Have students name favorite games or toys. Write these names on sentence strips or the blackboard. Ask students to compose a topic sentence that describes this activity. Then have students make up additional sentences about each game or toy. These sentences should include classification signal words to show the relationship of the details in the paragraph to the topic sentence.

   Example: Toys

bike	doll	puzzles

   Three toys were named as favorites by some students in the reading group. <u>One</u> toy is a bike. <u>Another</u> toy is a doll. <u>Still</u> another toy is a puzzle.

2. Have children write a paragraph telling how to do something. If sequence signal words are not included in the paragraph, help them insert them in the appropriate places.

Materials

<u>Reading Comprehension</u>
MacMillan Reading Spectrum
Orange Level pg. 35-47

Steck-Vaughn Workbooks
<u>Footsteps</u> pg. 40
<u>Raindrops</u> pg. 35

Croft Skill Pack A-3, B-2

See page for signal words

Strategies

3. Causation

a. Given a topic sentence containing the words "because" or "reason", have the students write a paragraph telling the outcome.

Example: All the children were happy because of the newscast. They heard that the circus was coming to town. They were very excited.

b. Select five statements made by characters in stories students have read. Have students identify the results of each statement.

1. Who said it
2. What effect it had on others
3. What happened as a result

c. Have a quiz show. Divide the group into two teams. A member of one team asks a member of the second team to answer a why question about a story the whole group has read. The answer must begin with or contain the word "because". If the question is answered correctly, that team scores a point. The team scoring the most points wins.

Materials

Strategies	Materials
d. Write some sentences on the board such as: The baby stopped crying; the cat ran up the tree; everyone was smiling. Instruct each child to choose one sentence and write as many explanations as possible for what caused the situation. They are to write a title which tells the main idea of the paragraph they wrote.	
4. Comparison Using two objects, have students list the ways they are different. Then provide a topic sentence and let students present the details in sentences using the comparison signal words. Example: The two kites that are flying are quite different. One is a box kite and the other one is a bat kite. The box kite is square, red and old. On the other hand, the bat kite is triangular, black and quite new.	Professional Books: Croft Inservice Manual Preworkshop V pg. 14-19 Postworkshop V pg. 5-6

WORDS SHOWING RELATIONSHIP
Signal Words

but - signals negative thought to follow

The government built more and better schools and tried to find good teachers. But it also had to convince parents to send their children to school.

however - signals reservation about statement

India's leaders want the people to be able to buy products which will make their lives easier and more comfortable. However, they also want them to keep future needs in mind. Because of this, they encourage people to use money wisely.

More Information
- and
- moreover
- besides
- in addition

Conclusion
- therefore
- consequently

Sequence
- after
- before
- while
- during
- later
- last
- directions
- first, second, third
- next
- then
- finally
- yesterday, today, tommorow

Causation
- as a result
- due to
- outcome
- on account of
- why
- the effect of
- since
- because
- for
- for this reason

Comparison
- both
- unlike
- same
- alike
- but
- contrast
- compare
- similar
- however
- different
- on one hand
- on the other hand

Order of Importance
- least
- most
- essential

Examples Follow
- for example
- for instance
- such as
- the following
- like

Listing or Classification
- many, one, another
- several
- some, others, still others
- too
- group
- also
- numerous

7.3.5, 9.3.4

COMPARISON

Strategies	Materials
5. Using two objects (i.e. apple and orange), discuss ways in which they are alike and different.	objects
6. On a literal or inferential level, use two painting prints (i.e. Breughel street scene and Pisarro street scene) and discuss likenesses and differences in mood, composition, color, light, etc.	paintings
7. Play two different pieces of music (i.e. early and late arrangement of same song, two pieces by same composer). Discuss likenesses and differences in terms of instruments, time, mood, etc.	records
8. After reading two books (or stories) set in different geographic regions, discuss likenesses and differences in terms of plant life, animal life, climate, etc. (S 8.3.2)	Stanchfield's Appreciate Your Country Series, Leswing Press Exploring Lands in the Sea Exploring Lands in the North Exploring Forests and Mountains Exploring Natural Wonders Exploring Along Lakes and Rivers Exploring Lands near the Ocean

7.3.5, 9.3.4

CAUSATION

Strategies	Materials
9. Play a tape of sound effects. Examples of effects: baby crying dog barking siren Discuss possible causes for each effect (Tape available through curriculum Service Center)	tape
10. Have examples of effects in the classroom. For example: ice cube melted basketball deflated muddy shoe scratches on door Discuss possible causes for each effect. As a class, develop sentences on chalkboard stating cause and effect - using signal words. For example: The ice cube melted because it is warm in here.	

7.3.5, 9.3.4

SEQUENCE

Strategies	Materials
11. Put students in pairs. One is to give verbal directions; the other is to follow the directions exactly. Assign them a task; such as making a peanut butter sandwich or folding paper into a fish. Have group observe each pair and the results afterwards, discuss the activity in terms of sequence, importance of sequence and possible signal words.	
12. Read poem or short story (i.e., Casey at the Bat) to students. Have sentences about highlights of story on sentence strips (may be literal or inferential). As a class, discuss and sequence sentences.	poetry story

7.3.5, 9.3.4

CLASSIFICATION

Strategies	Materials
13. Give each student about eight pictures of animals. Discuss ways of classifying animals (i.e., number of feet, environment, diet, etc.). As a class, do grouping for each classification.	animal pictures
14. Use a group of about five painting prints or pieces of music. Have students pick the one which does not belong - being sure they can give the classification which explains why the others belong.	paintings records

S 8.3.1 The learner will distinguish between fact and opinion. Given 10 sentences and a story with numbered sentences, the learner will classify each sentence as fact or opinion.

Strategies

1. Have students write questions based on basal reader or content text. Some questions will only have one answer (How high is Pike's Peak?) Some questions will have several answers (Why did Jane cross the street?) Students exchange questions and sort them into categories. (Those with one answer are likely to be fact and those with several answers are often opinion.)

2. Have students read several short news articles chosen by the teacher from newspapers or magazines based on facts or opinions. The student then decides whether the writer was stating facts or expressing opinions and choose the correct category.

3. Give students examples of sentences which are facts. Ask them to rewrite sentences to make them statements of opinion.

4. Have each student locate and read about an interesting place and create a travel folder. Have each student combine their opinions with facts. The group then reads the travel folders and tells which statements are facts and which are opinion.

Materials

Steck-Vaughn
Raindrops pg. 34
Footsteps pg. 33, 69

Ginn 720, Resource Activity Book, Activity 162

Croft Skill Pack D-2, D-1

Newspaper - Magazines - Ads

Travel Folders

Encyclopedias

Almanacs

History books

SRA News Lab

Professional Books:
Project Basic - Comprehension Skills - Cedar Rapids, Iowa

S 8.3.1

The learner will distinguish between fact and opinion

Strategies

5. PLAY - YOU BE THE JUDGE

a) Cut out interesting pictures from magazines, newspapers or advertisements and glue them onto 8½" by 11" construction paper.

b) On the reverse side write the heading "Fact or Opinion?" Then list several statements about the picture indicating after each statement if it is fact or opinion.

c) One student is chosen to be the "judge." Other students (witnesses) one at a time, come before the judge, take a picture from the stack and hand it to the judge.

d) The judge holds the picture so the "witness" can see it and so the judge can read the statements.

e) If the witness correctly identifies the statements read by the judge as "fact" or opinion," he becomes the judge. If he answers incorrectly he is asked to return to his seat and wait for a second chance to testify.

Materials

Interesting pictures from magazines or newspapers.

8½" x 11" construction paper

8.3.1

FACT AND OPINION

Strategies	Materials
6. Give each student an advertisement to read. Next have the student decide which statements regarding the product are fact and which are opinion. Then have each student write an advertisement for a product using both statements of fact and opinion.	Magazines Newspapers Product Packages

S 8.3.2

PLACE RELATIONSHIPS

Strategies

1. To begin teaching this skill, use two laminated pictures of a variety of places. Given the pictures, students look for details about a particular place (example - a desert: cactus, sand, lack of grass, etc.) Then they answer questions concerning place relationships based on their observations of the picture.

   Next step - Use two paragraphs about places. The students answer a certain number of questions about the place based on the reading of the paragraphs.

2. Use two stories from an encyclopedia, content area book, etc. Student answers questions dealing with place relationships.

3. Before reading any story teacher will ask where the story takes place. Key in on place relationships daily.

4. Rewrite a story with a change in setting. Note how many of the story details need to be changed.

Materials

Croft Skillpack C3, Intermediate

Magazines (National Geographic, Life, etc. with pictures)

Content area books

Encyclopedias

Basal readers

Supplemental readers

Stanchfield's Appreciate Your Country Series, Leswing Press

Exploring Lands in the Sea

Exploring Lands in the North

Exploring Forests and Mountains

Exploring Natural Wonders

Exploring Along Lakes and Rivers

Exploring Lands Near the Ocean

Strategies	Materials
5. List four places on the board and orally fill in words or phrases to describe the sights, sounds and smells for each place. Example: At the seashore / At the park / At your house sights _____ _____ _____ sounds _____ _____ _____ smells _____ _____ _____ Each student will choose one of the locations to write about using some of the descriptions. 6. Arrange for groups of students to visit places in or near the school building (i.e. kitchen, office, gym, playground). Students are asked to list the sounds they hear. Groups will share and compare their lists upon returning to the classroom.	

S 9.3.2 The learner will read stories and determine time relationships. Given 4 stories and 10 time-related questions with 4 choices each, the learner will select the correct answer.

Strategies

1. Refer to S 8.3.2 and adapt to time relationships.
2. Rewrite a story in a past or future time era. Note how many of the story ideas need to be changed. Example: Little House on the Prairie - add the car and modern farm equipment.
3. Ask students to pretend they are filling a Time Capsule. Then ask students to determine appropriate items to put in the capsule for different time periods.
4. Call attention to daily reading material. Ask students to decide what time elements are reflected in the story.
5. Some children may like to keep track of famous athletes' statistics from month to month, year to year, etc.

Materials

Newspapers

Historic Pages
Des Moines Register & Tribune

Stories from:
Supplemental readers
Basal readers
Library Books
Scholastic Kits
Bookshop C, D. C. Heath

S 9.3.2

TIME RELATIONSHIPS

Strategies	Materials
6. Have a time line up in room. When introducing a story, place time setting on time line. Students could write title of story on time line or put up a small picture. Unit summary discussions could include comparison of time settings.	time line

S 9.3.3 The learner will read paragraphs and identify themes. Given 8 paragraphs and 9 themes, the learner will select the correct theme for each paragraph.

Strategies

1. Take three topic sentences about a central theme.
   Example:
   a. Sunshine helps the environment.
   b. Sunshine makes people feel good.
   c. Sunshine can be dangerous to your health.
   Write several supporting sentences. The student will decide which sentences develop each theme.
   Example:
   b The children were happy to see the sun was out.

2. Using two stories from the same unit of a basal reader, tell why they are included under a central theme. Choose two stories that might have similarities in character, plot, setting or style.

Materials

Stories from:
Supplemental Readers
Basal Readers
SRA Labs

Croft Skillpack C-1, Intermediate

Bookshops A, B, C - D. C. Heath

WORK STUDY

W/S 1-10 - DAYS, MONTHS, HOLIDAYS & SEASONS

Strategies

1. Place phrases on oaktag or use Vac-U-Form:

   Today is _____ _____.

   Yesterday was _____.

   Tomorrow will be _____.

   This month is _____.

   Last month was _____.

   Next month will be _____.

   Put days of week and names of months on strips and change daily placing on brads.

2. Use a television schedule. Tell the students to pick the programs they would watch if they were limited to one hour a day during the week and an hour and a half on Saturday and Sunday.

3. Put the days of the week on separate pieces of oaktag. Use a pocket chart. Put the days of the week in random order. Ask students to identify days of the week when said, putting them in sequence order. Talk about special events that happen on each day of the week.

Materials

Calendar

Lunch Menu

T.V. Schedule

Newspaper

W/S 1-6, 10

DAYS OF THE WEEK
MONTHS
HOLIDAYS

Strategies

4. Use individual calendars to reinforce time concepts. (Use with students only as long as is necessary to develop understanding of these concepts in reading.)

    a) Give each child a copy of the calendar for the current month.

    b) Ask specific questions such as:

        What day is it?
        What day was yesterday?
        What day is tomorrow?

    c) Discuss holidays for the month and record.

    d) Calendars are kept in each child's folder.

(Use this strategy for short time periods - not a whole class period.)

Materials

Individual Calendars

W/S 11-12 - TITLE PAGE, INDEX, TABLE CONTENTS, ETC.

Strategies

1. Using a title page, lead students to find the following information:

    a) What is the title?
    b) What company published the book?
    c) Who illustrated (drew the pictures) the book?
    d) Who wrote the book? Is there more than one author?
    e) Is this book part of a series?
    f) When was this book published? Where?
    g) When was the book copyrighted?
    h) Where else is the title printed?
    i) What else can you learn from the cover of a book? (information about author, theme.)

Materials

EDL Study Skills Kit, Reference, Levels C & D

Content area texts

Barnell-Loft Supportive Reading Skills Books

Strategies

2. First ask students what information they think appears in a Table of Contents. (Titles of selections, authors' names, page numbers on which stories begin, unit numbers, titles, etc.) The following type questions might be used:

   a) How many units are there?
   b) What is the title of Unit 5?
   c) On what page does Unit 1 begin?
   d) How many poems are there?
   e) What story begins on page _____.
   f) What is the name of the story that follows "_____"?
   g) On what page does the story _____ end.
   h) How many pages long is the story titled _____?
   i) Who is the author of ___?
   j) How many pages are in this book?

Materials

Variety of books with different formats for the table of contents, e.g., library books, anthologies, dictionaries, encyclopedias, atlases, paperbacks, manuals, cookbooks, magazines, telephone book, catalogs, almanacs.

W/S 13-15 - USE OF THE INDEX

Strategies

1. Give students a sample index or use one in a book.
   Example: have several topics and subtopics.
   Worms, pg. 100-107
   Food they eat, pg. 100
   How they move, pg. 102
   Skin, pg. 101
   When they eat, pg. 106
   Then tell students to find a subtopic in a given time (such as 15 seconds) to encourge them to scan to find location.

2. When teaching the use of an index, encourage students to note the location of the index, alphabetical order, topics, subtopics and page references by calling attention to these sub-parts and having students practice loc ing them.

3. A cookbook could be used in teaching the use of an index. The child could be asked to look up "Beef" and list the ways to prepare it, or the different ways to fix potatoes.

Materials

Use a variety of sources such as:
- encyclopedias
- poetry
- anthologies
- cookbooks
- catalogs
- almanacs
- manuals
- atlases
- roadmaps
- telephone book - yellow pages

EDL Study Skills Kits
Reference, Levels C & D

W/S 16 Given a content area selection of appropriate reading level, the student will preview the chapter to locate three specific topics by using headings and/or subheadings.

Strategies

1. Teach students to use one of the previewing techniques:

   a) PQ4R

   Preview: Ask student to look at the content of a chapter (in content area book) to find out what the general content of the chapter is and what big points will be discussed. Initially allow generous amounts of time for this and then gradually decrease the time for previewing.

   Question: Teach students to turn headings into questions. On the overhead projector or blackboard make a chart similar to the one below. Have students fill it in.

Topic Heading	Questions from topic headings

Ask students to think of questions the teacher would ask.

Materials

EDL Controlled Reading
Study Guide C-D

Content area books

Professional Books:
Robinson H. Alan and
Ellen L. Thomas,
Improving Reading in Every Class
Allyn & Bacon - pg. 140-157
Spache, George D., and
Evelyn B. Spache,
Reading in the Elementary School
Allyn & Bacon - pg. 277-280

Strategies	Materials
Read: Have students read to answer the questions they have formulated. Reflect: Teach students to pause during their reading to ask themselves if they understand what they have read. Recite: Encourage students to recite the answers to their questions to themselves. Review: This step leads the reader back to the complete chapter or article. It is a quick way to overlearn. Teach students to ask themselves questions about the material read and to look away from the book as they recite the answers to themselves.	
b) SQ3R Survey Question Read, Recite, Review This technique is essentially the same study procedure as PQ4R.	

Strategies	Materials
2. To impress students with the usefulness of either technique, direct them to read a chapter. When they have completed the chapter, ask questions over the content. Have students record how many questions they were able to answer. On another day walk students through another chapter using SQ3R or PQ4R. Then ask questions and have them compare their comprehension this time with their comprehension when no study procedure was used.	
3. Provide opportunities for students to use a previewing technique by asking them to quickly identify main ideas or locate facts or topics. Impose a time limit on these activities.	

W/S 17 Given two pages of reading material, the student will demonstrate his understanding that indentations or spacing indicates a paragraph.

Strategies

1. Use a variety of reading materials to show students the different formats that are used to indicate paragraphs.

2. Give students practice in identifying paragraphs by directing them to point to the first word of a paragraph and then to the last word. A variation of this strategy would be to have students bracket a paragraph with their fingers.

3. Ask students to locate information in a specified paragraph. Observe how quickly students are able to locate the paragraph.

   These three strategies may be used effectively during a guided reading lesson.

4. Help students to compose paragraphs of several sentences built around a main idea.

Materials

Readers

Content area books

Newspapers

Scholastic Sprint Magazines

SRA Reading Labs 1b, 1c

SRA BRS Satellite Kit

W/S 18-22 - SUMMARY

Strategies

1. Explain that the word summarizing means to say or write in a brief form the main ideas and important supporting details of a piece of writing. Explain that a brief restatement is known as a summary. Help students to understand that a summary is usually written in one or two sentences.

2. Have the students summarize an informative selection in the form of a telegram. Assess a fee of 10¢ for every word used.

3. Students summarize the one or two major points of a story or paragraph by drawing a cartoon to illustrate each part of the story.

4. Have students make a mobile that summarizes the main idea of a social studies or science unit. Place the main idea on the top with supporting details below.

Materials

S.R.A. Skill Series, Comprehension

Steck Vaughn - outlining
Whispers, p.26
Raindrops, p.14
Footsteps, p. 32, 49
Snowflakes, p. 11, 47

Content area books

EDL Study Skills Kit,
Levels C & D, Science
Social Studies

Strategies	Materials
5. Ask student questions with answers that have several parts such as; "What did Mary have for lunch?" List answers in outline form.	
6. Do a simple experiment as a demonstration for the children. Put soda in a balloon, vinegar in a pop bottle, stretch balloon over mouth of the bottle, shake the soda into the vinegar. The balloon should inflate. Make a simple outline from the experiment: I. What We Used a. b. c. d. II. What We Did a. b. c. d. III. What Happened a. b. c. d.	

Strategies	Materials
7. Put an outline of three or four main ideas on the chalkboard. Have students discuss and attempt to agree on the details necessary to complete the outline.	
8. Students are asked to read to discover the topic sentence in a paragraph or series of paragraphs. They select the minimum details which are necessary for understanding of the main idea that is expressed in the topic sentence.	

W/S 23-27 - MAPS AND GRAPHS

Strategies

1. Draw a circle on the chalkboard. Divide the circle into as many sections as there are children. Ask students to write favorite TV show on a slip of paper. Together record this information on circle graph by shading one wedge for each child's choice with colored chalk. (If two children choose the same program - color two wedges). Make a key for colors used under the circle and discuss relationship between graph and key.

2. Make a grid to be used as a graph with numbers up the side and kinds of pets across the bottom. Gather and record information concerning number and kinds of pets each child owns. (Record as bar or line graph). Discuss and compare information presented on the graph. Ask questions such as:
   a) How many more cats are there than dogs?
   b) Which pet is owned by the most students?
   c) Are there more fish or more dogs?

Materials

Content area books containing various types of graphs types of graphs

Weekly Reader booklets

Steck-Vaughn
Snowflakes, pg. 23, 43, 69

Strategies	Materials
3. Gather various objects in quantity. Have children group and count. (If sizes or objects are similar, the items can be laid in columns side by side in graph style). Record this information on bar and/or line graph.	
4. Look at a sports section in a newspaper. Follow a sports figure by plotting on a map the places his team plays during a month or season. Variation: Plot the places where the football, baseball soccer or favorite sports team will be playing on a weekend. Variation: Plot the places any sport was played on a particular day.	

Strategies	Materials
5. Map Direction and Grid Skills 1. Use graph and mark off into 1" squares. 2. Put North, South, East West on the edges of the paper. 3. Make a set of direction cards such as "move two squares north", move four squares north". 4. The first player to reach a square on the border of the grid wins. Variation: Begin with colors- all north-red, south-blue, etc. Variation: Use spinner for moving instead of cards. 6. Gather information over a long period of time. (eg., high and low temperature for several weeks/months or the win/loss records for a sports team, or growth records of height/weight of children). Record this information in a table.	

W/S 23

Strategies

7. Have students make a picture graph of 10-15 different cities' populations.

a) Gather information from encyclopedias or almanac.

b) List names of cities vertically on large poster board in order of population, density, least to greatest.

c) Select symbols to represent the various population and record information using these symbols.

d) Include key at the bottom of the graph.

e) Ask questions so that students must use the graph.

Materials

poster board

encyclopedias and/or almanac

markers

Strategies

8. To introduce map grid skills.

Put letters along one side of room. Put numbers along adjoining wall. Students can find their own and others' location in room by using letters and numbers as map grid.

For example:

E-2, or B-4

	A	B	C	D	E
1					
2					X
3					
4		X			
5					

Materials

Large letters and numbers

W/S 28-31 - MAPS AND GLOBES

Strategies

1. Draw a square that contains five points labelled A, B, C, D, E, and a direction indicator. Ask students to locate the point farthest North, East, etc. or find the point west of point C, etc.

2. Display eight outline maps in two rows:
   Row 1) Alaska, Africa, Iowa U.S.A.
   Row 2) Iowa, Kentucky, Illinois, Minnesota. Ask the child to put his hand on the U.S. in row one and on Iowa in row two.

3. On a chalkboard or overhead help students design an imaginary town. Create symbols for places and objects located there. Include these symbols in a key.

4. Use internationally accepted symbols on flashcards, e.g. airports, hospital, church, etc.

Materials

Steck-Vaughn Workbook
Raindrops pg. 16

SRA - Map Skills

Scholastic
Map Skills Books 1, 2, 3

*Wisconsin Design Study
Skills

Heartland Education Agency
Road Map Math

Road Maps
Iowa and surrounding states

Vac-U-Form Maps at
Curriculum Service Center

Dr. Wise: Energy Diet
Iowa Power & Light

*if available

Strategies	Materials
5. Draw a map of an imaginary small town, countryside or suburb. Label various landmarks and buildings. Ask the students to locate and draw a line from one place to another and tell the direction the line was drawn. e.g., (draw a line from the school to the park).	
6. Supply road maps of surrounding states. Help locate various points of interest. Have them plan a trip.	
7. Make a globe out of papier-maché. Attach labels for continents and oceans.	
8. Place a large piece of paper on a table. Help students construct a map of immediate vicinity. e.g., classroom, school grounds, school neighborhood. Have students make a legend appropriate for the map.	
9. Obtain map of community. Have students locate and label their homes. Let students practice explaining how to travel from one home to another giving specific directions.	

W/S 32-35 - ALPHABETIZE

Strategies

1. Student arranges a group of 5 or 6 letter cards in alphabetical order. While the student is not looking the teacher removes a card. The child names the letter that is missing.

2. Alphabet dot-to-dot exercises Provide reinforcement of alphabetical sequence.

3. Practice finding letters of the alphabet in the dictionary by "dividing" the dictionary into front (a-l), middle (m-n)or back (o-z).

4. Provide a word bank and a list of words in alphabetical order with some words missing, the child will place the words from the word bank in alphabetical order in the list.

5. Provide the student with 6-8 cards that have a word on each card some beginning with the same letter of the alphabet. The student arranges the word cards in alphabetical order.

Materials

Letter cards

Dictionaries

Strategies	Materials
6. Sentences written in code provide practive for the preceding and following letters of the alphabet. The secret messages should be written with each letter representing the letter which comes right after it in the alphabet.	
7. Use a word bank with words starting with each letter in a name (KATE). The student is to list the words from the word bank in alphabetical order under each letter in the name.	Bank of words that begin with the different letters in a name.
8. Each letter of the alphabet is printed on three 2" x 3" cards. The cards are shuffled and each player is dealt six cards. The rest are placed upside down in middle of table. Students take turns drawing a card. If a students has four letters (may begin with three) in sequence (a-b-c-d, m-n-o-p) he may lay cards down and draw other cards. If a child draws and cannot play, he discards one. He may build on another's sequence, but he keeps the cards he plays in front of him. The child who has the most at the end of game wins.	Deck of cards made with each letter of the alphabet printed on 3 cards.

Strategies	Materials
9. Have students make their own dictionary in a file box or notebook. Get words from a variety of sources.	File box and 3 x 5 cards or a notebook
10. Provide a list of topics and a drawing of the spines of a set of encyclopedias, have the students designate the volume of the encyclopedia in which the topic would be found	Drawing of the spines of a set of encyclopedia List of topics
11. Make several "dictionary pages". Place two guide words at the top. Prepare small cards with words which would fit on the dictionary pages. Include some words which would <u>not</u> fit on any of the pages. Ask students to place the entries on the proper page.	Large teacher-made dictionary pages with guide words at the top

W/S 36 Given 20 sentences with 2 to 4 definitions for each underlined word,
S 8.1.1 the student will select the correct definition for each word.

W/S 37 Given a phonetic key and 20 phonetically spelled words with 4
S 9.2.1 choices each, the student will select the correct word for each phonetic spelling.

Strategies	Materials
1. Have students use a pronunication key to figure out how they would write their own name, town, state, etc. with phonetic spelling.	Dictionary with pronunication key
2. Have the students decode a sentence or paragraph that has been written using the spellings from the pronunciation key.	Sentence or paragraph containing words spelled using the pronunciation key
3. Teacher makes a dictionary page using simple words that have several meanings. Student is given a sentence using one of the entry words and he/she selects the proper meaning. Adaptation: Read a sentence and student chooses a response card (1, 2, 3, 4) to match the number of the correct meaning.	Teacher-made dictionary page Sentence strips with sentences using words on the dictionary page
4. Give student a list of words which have more then one meaning: rose, light, chest, run, back, check, plate, club, set, etc. Use picture from magazines or drawing to illustrate as many meanings as possible for one word.	

Strategies	Materials
5. Give students a list of words and their multiple meanings. i.e., fair, state, stage row, range, etc. Discuss that these words are spelled alike but have different meanings. With sentences containing multiple meaning words, the student will pick correct meaning.	

W/S 38 Given an encyclopedia the student will use the source to verify facts (not as sources for complete reports).

Strategies	Materials
1. Give the student a list of facts, e.g., "A Manx cat has no tail" or "Snakes lay eggs". Have him/her use the encyclopedia to verify or disprove each fact.	Encyclopedia

W/S 39-42 - USE OF THE PHONE BOOK

Stragegies

1. Look up emergency numbers in the phone book.

2. Students work as a group. One student volunteers to let the others look up his phone number. Things to have students look for: names listed last name first, father's or mother's name, address.

3. As a group make a telephone book.

4. Give students situation cards such as "Your car won't start. You need to find a repairman." Ask, "Where would you look in the telephone book to find a repairman?"

Materials

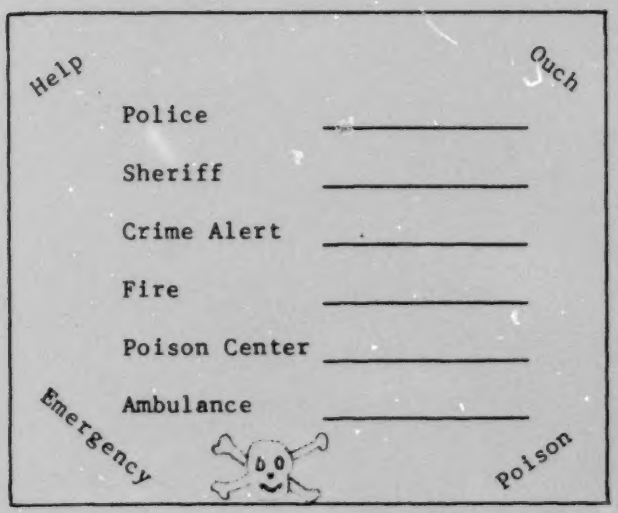
Telephone books

W/S 39

Given a phone book, the student will look at the white pages, yellow pages, emergency page and customer service page and tell two kinds of information in each section.

Strategies

5. Encourage children to make their own personal emergency sheet for use at home.



Make it attractive with colored markers.

For durability, the sheet could be laminated.

Materials

Telephone books

8½ x 11" manila paper
colored markers

W/S 41 and 42

Given a phonebook the student will find 1 business under each of 5 classifications. Given a phone book, the student will list sub-classifications under each classification. Given a map, the student will determine north, south, east and west.

Strategies

Devise a worksheet similar to the samples (pages 90b and 90c) to give students practice in using the yellow pages.

Other items which could be used on a worksheet are:

a) hair spray - for mom, pick it up at the beauty shop.

b) deck lamp - for your home study, get it at the furniture store.

c) bicycle reflector - for your bike, at the bicycle shop.

d) helmet - at the motorcycle shop, (you'll need the helmet when you ride your mo-ped).

Materials

Telephone directories.

Worksheets (samples included on following pages)

SAMPLE WORKSHEET FOR W/S 41 and 42

"LET YOUR FINGERS DO THE WALKING"

This story was designed to take you on a little journey around your city, Des Moines. Have fun!

DIRECTIONS:

.... Read the story.
.... Write your own name in the first three blanks.
.... Use the YELLOW PAGES to locate the necessary places of business (p.o.b.) to complete your errands.
.... Write the name of the businesses on the lines marked p.o.b.

The Story

It was a miserable, cold Saturday morning. _____ would rather have snuggled down under the covers. Yet, _____ knew that after talking with Mom last night she expected _____ to run errands early today. Mom left this list on the kitchen table.

1. Broken zipper ---- on Dad's jacket. Drop it off at the zipper repair shop.

   (p.o.b) _____

2. Skate laces ---- You need new laces to go skating Wednesday night. Dad said you could find them at a shoe repair shop.

   (p.o.b) _____

3. Flea collar ---- for Rusty. Get it at the pet shop.

   (p.o.b)_____

4. Mom's watch ---- broken crystal. Drop it off at the jewelers for repair.

   (p.o.b) _____

GOOD LUCK, OFFSPRING!

Love,
Mom

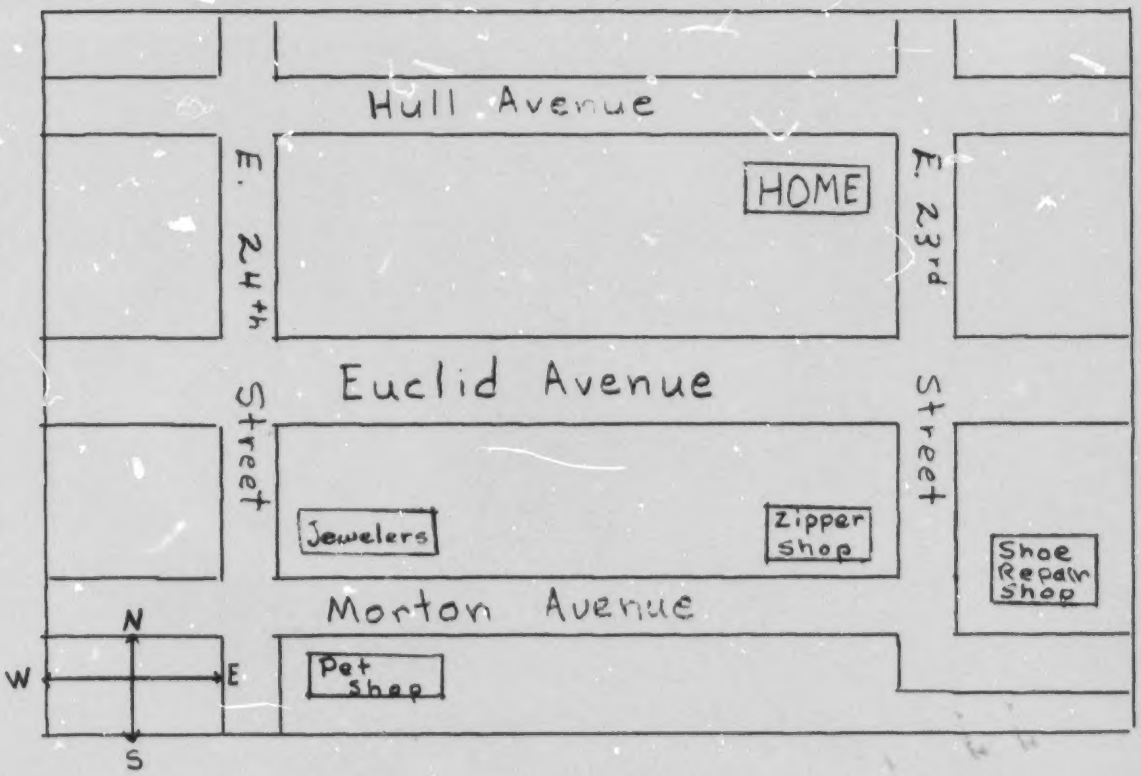
Check your work. Did you copy the words correctly? Is your paper done neatly? When you have finished this sheet, answer the questions about the map on the second page.

SAMPLE WORKSHEET FOR W/S 41 and 42

DIRECTIONS:

1. Study the map
2. Answer the questions

DES MOINES



You are at home. Your mother asks you to go to the zipper shop. Which way would you go? _____ After leaving the zipper shop you want to go to the shoe repair shop. Which direction would you go? _____ You then want to go to the pet shop to get a flea collar. Which direction will you go? _____ You then want to go to the jewelers. Which way will you go? _____.

NAME _____

W/S 43-45 - WORKING WITH THE NEWSPAPER

Strategies

1. Look through the newspaper and name the main sections. As students become more familiar with the paper have them name the sections and tell what kinds of information is found in these sections.

2. Make a class newspaper using the same sections that are in a regular newspaper. The students are then to cut articles from the newspaper and paste the articles in the appropriate section of their newspaper.

Materials

Newspapers

W/S 44

NEWSPAPER - SECTIONS

Strategies

3. To enable students to become familiar with the parts of the newspaper, have them participate in a "Newspaper Challenge."

    a) Divide students into teams. Provide each team with a copy of a newspaper.

    b) Provide each team with a set of true-false statements dealing with the parts of the edition they are using. (See page 91b for sample)

    c) Each team completes the set of questions. Each team must be prepared to verify its answers by providing page, column and paragraph numbers. One point is given for each correct response.

    d) Opposing teams may "challenge" any response. No points are lost by the challenging team. However, if the challenged team fails to verify its answers the challenging team receives the point.

Materials

Newspapers (same editions)

Teacher prepared set of true-false statements, one copy for each team

W/S 44

"THE NEWSPAPER CHALLENGE"

Directions:

1. Read and answer the questions
2. Be prepared to verify your answers ... in the event you are challenged by your opponent

Write your Group Name: _____

		True or False	
SET A	1. There are two kinds of entertainment news in this paper	T	F
	2. This is the evening edition.	T	F
	3. There is no banner headline.	T	F
	4. There is local news on page 6A	T	F
SET B	5. There is international news on the front page.	T	F
	6. There is no local news on the front page.	T	F
	7. There are two places to get weather information in this paper.	T	F
	8. "Roots" is on Channel 8 at 6:00.	T	F
SET C	9. You could see the movie "Superman," playing at River Hills.	T	F
	10. There is some advertising on page 1S.	T	F
	11. The classified ads begin on page 6B.	T	F
	12. You could turn to 2S and work a crossword puzzle.	T	F
	13. Inside the red box you can find five paragraphs.	T	F

W/S 46 Given 10 questions, the student will determine which type of reference book would be used to locate the answer.

W/S 47 Given 4 topics, the student will locate three appropriate sources of information for each topic.

Strategies

1. Give the students an opportunity to examine the various resource books. Point out the specific kinds of information found in each.

2. Make up a set of cards with each card asking for some specific information. Student must read card, decide which resource to use and then answer the question.

   Example:
   1. How old is Dinah Shore?
   2. On what continent is the Amazon River?

3. Explore reference materials to locate various types of information contained.

Materials

Encyclopedias

How to Write a Report
Sue R. Brandt
Franklin Watts, New York

Almanac
Thesaurus
World Atlas
Guinness Book of World Records

W/S 48 Given a simulation of a test the student will respond to a variety of testing formats, answering techniques and identify the task required.

Strategies

1. Teach test taking techniques all year. Can be used with any worksheets.

2. Time students while working on specific tasks.

3. Write paragraphs and questions similar to the format of the Metropolitan Comprehension Survey Test. Include a main idea and inference question for each paragraph. In first grade, children could dictate short stories.

4. Cut out appropriate pictures and paste on chart tablet. Make up a sentence that goes with each picture leaving out one word. List three choices of words, one of which would fit in the sentence. (Use format of Metropolitan).

Materials

Tool Box
Taking Tests and Relaxing

Scoring High in Reading
Random House

Practice Tests furnished by Title I Project

Croft - McGuire, Bumpus Comprehension Tests

WHAT TEACHERS CAN DO BEFORE AND DURING TESTING SESSIONS

A. Prepare yourself and the setting for test administration.

1. Familiarize yourself with the directions.
When administering the MAT, follow the MAT Test Manual. Careful study of the test manual well in advance of testing will enable you to give the directions in a natural and helpful way. The test manual not only specifies the exact directions you are to use; it also tells you the specific comments you should not give

2. Know the characteristics of your students.

A person's characteristics change as he/she develops, and this change can influence test-taking performance. For example, the following might be characteristic of students in the third grade:

- May be afraid of test situation
- May have difficulty handling test booklet and answer sheets
- May have difficulty budgeting time
- May be overly concerned with unimportant details
- May find it difficult to skip questions and return later
- May erase completely through paper or break several pencil points
- May become ill during the test session due to anxiety

Similar characteristcs may occur at other grade levels. Be alert to the individual traits of your students.

3. Create a supporting environment.

Keep the test setting as comfortable as possible. If possible, begin the test only after you are satisfied with physical conditions such as amount of light, temperature, noise level, and space between seats. Be sure to make the necessary provisions for left-handed students. By being prepared with extra pencils,scrap paper, erasers, and other supplies to help pupils avoid wasted time and anxiety, you will help your students have a more relaxed approach to test-taking.

4. Avoid interruptions.

Once the test has begun, avoid distractions that break pupils' concentration and keep them from doing their best. Try to prevent sudden movements and noises in the room. DO NOT INTERRUPT STUDENTS AT WORK TO ANNOUNCE REMAINING TIME.

B. Prepare your students for taking the tests.

1. Tell your students why they are taking the tests, how the results will be used, and how the tests are scored.
Students must be stimulated to do their best if the values of testing are to be realized. The tests indicate how a student compares with others in the same grade and how much the student has improved. Test results help students and their teachers find out what students know. The results also help teachers find out what students don't know. This helps teachers to plan for individual and group instruction.

Explanations of the scoring of tests should help reduce anxiety arising from the fear of the unknown. If students ask whether there is a penalty for guessing, indicate that the number of right answers is their score. However, the test manual cautions teachers not to actively encourage guessing.

2. Train your students how to take tests.

Training should focus on: a) how to be prepared physically and mentally; b) how to use time wisely; c) how to read directions and questions, d) how to record answers; and e) how to follow general procedures during testing sessions. Teachers should provide students with information and practice on these items.

3. Train your students in the specific thinking skills required on the tests.

Test questions often require students to do things in ways different from their previous experience.

4. Inform your students of the teacher's role during the testing sessions.

Teachers should explain that they cannot help their students during the testing sessions in the way they normally would if testing were not taking place. Once the sessions have begun, teachers cannot assist students either with the answers or in arriving at the answers.

During the testing sessions, teachers should be checking to be sure that students are

a) Working in the correct section of the test booklet
b) Marking in the correct section of the answer sheet
c) Making the black marks correctly
d) Working until they reach the end of a test section for their grade level.

(Taken from ERIC materials on test-taking skills)

HOW TEACHERS CAN PREPARE TEST-TAKING SIMULATIONS AND PROVIDE SKILL DEVELOPMENT PRACTICE FOR STUDENTS

A. Simulate test-taking conditions.

1. Conduct simulations of test-taking conditions with students well in advance of the testing period. Students will then be familiar, and therefore more relaxed, with the mechanics involved.

2. Use the same kind of seating arrangement that is to be used for actual testing.

3. Conduct the simulations regularly, for about 10-15 minutes daily.

4. Have the students use a ditto copy, or some facsimile, of the answer sheet to be used in taking the tests.

5. Be thoroughly familiar with the manual directions so that you can use them repeatedly in the simulations.

6. Deal with one major aspect only of the testing situation and mechanics during each simulation session.

7. Replicate test-taking language in each simulation session.

B. Establish a plan for simulating test-taking conditions.

1. First Session:

a. Seat students in same arrangement as that for test-taking and for all future simulations.

b. Help students become familiar with test language, especially directions.

c. Have students use the answer sheet --no questions, just filling in circles as you call out answers, such as 1B, 2A, 3D, etc.

d. Emphasize working rapidly.

e. Be sure students have two fairly dull #2 or softer pencils.

f. Emphasize making one heavy dot in the center of the answer circle.

g. Follow same requirements as those used in testing -- nothing but answer sheet, booklet, and pencils on desk; scrap paper, if allowed; desks separated.

2. Second Session:

a. Simulate test language and have students use answer sheet. For example, tell students:

If today is cloudy, mark 1A on your answer sheet.
If today is sunny, mark 2C on your answer sheet.
If today is freezing, mark 3D on your answer sheet.
If today is hot, mark 4B on your answer sheet.
If today is none of these, mark 2B on your answer sheet.

b. Be sure to use the same language and directions as those used in the MAT.

3. Third Session

a. Use an actual set of questions(similar to the MAT format).

b. Have students practice using this set of items with the answer sheet. Be sure they practice folding the sheets in the set of questions so that only the sheet they're working with is seen on the desk.

c. Have students practice looking at the printed questions(on separate sheet) and moving to the answer sheet.

Note: For those students who seem to be having difficulty with this kind of eye-hand coordination, help them find their own way to work(using the hand as a marker, using the pencil as a marker, etc.). Do this separately in a small group; get these students to recognize their responsibility for finding their own most comfortable way to work.

4. Subsequent Sessions:

a. Repeat the items above.

b. Use selections from social studies and/or science texts to give students practice in skimming, finding key words, locating main ideas, etc.

c. Tell the students not to guess the first time around, but rather to skip the item they're not sure of (identifying it with some sort of mark) and to come back to it later.

d. Always emphasize working quickly.

e. Discourage stopping to think. Getting interested in the content slows the student down and many times can cause the student to become more confused about the answer.

f. Remind students, when a reading selection is involved, to read the questions about the selection first and then read the selection itself.

g. Encourage students to skip items that are difficult for them individually, not to spend time with them, but to go back to them if time permits.

C. Provide practice on skill development throughout the year.

1. Skimming is a "lifetime skill" which is a multidisciplinary one. Use as, many classroom opportunities as possible to provide practice in skimming. Teach different techniques for focusing on important words, such as underlining, using key words, or reading along with the teacher and spotting only the important words in a paragraph or selection. Show students that many times the main idea of a selection or paragraph is probably found in the first or last sentence.

2. Estimating is a most useful skill to have in mathematics. Give students work frequently which requires them to estimate answers. If this is difficult for them to do, teach them the needed processes or techniques.

3. Reading graphs, charts, or tables; alphabetizing; using tables of contents, indexes, calendars, maps, magazines -- these are also skills that are useful throughout one's lifetime and are multidisciplinary in nature. Plan lessons that provide students with a great deal of practice in the use of these skills as the students progress through the year in their regular work.

(Taken from ERIC materials on test-taking skills)

THINGS YOU CAN ENCOURAGE PUPILS TO DO TO MAXIMIZE THEIR PERFORMANCE

A. Be ready physically, mentally, and emotionally.

1. Students who are tired, need eye glasses, or are ill cannot do their best on tests.
Encourage a good night's sleep before the test. Those who wear glasses should be reminded to bring them. A student who becomes ill during a testing session should be excused; testing of the student must be completed at a later time.

2. Students should try to stay calm, think positively, and not give up.

A little concern and nervousness over taking a test are not unusual. Some people may get a little nervous whenever something different or important is about to happen. Try to get students to think of the test as a chance to show how much has been learned or what they can do.

Share these ideas with students; a) Some tests are easy and some are difficult; b) some start easy and become difficult; c) some are short, and some are long. Help students to understand that it is a rare thing for anyone to answer everything right. Remind students that finding out what they cannot do is an important feature of the test; so they shouldn't worry about questions they cannot answer, nor should they expect to know all the answers.

3. During training and before the test begins, students should ask questions until they are sure about what to do.

The MAT test manual directs you to encourage questions about instructions given before each test section. Test results will not be reliable if pupils do not understand what they are supposed to be doing.

B. Use Time Wisely.

1. Students should try to work steadily and quickly.

Some parts of tests may be too long for many students to finish in the time allowed; still, the more questions answered correctly, the higher the score will be.

2. Students should understand that reading to answer specific questions is a different task from reading for content mastery.

Although directions may tell pupils to read a passage thoroughly before answering questions, time may be used more wisely if the passage is only skimmed at first. Then, after reading the questions, the passage can be searched more efficiently for the answers. Some feel that reading the questions before looking at the passage is the most efficient approach. However, individual styles vary; and students should use an approach with which they feel comfortable.

3. Students should first answer the questions they are sure about.

Tell students not to spend time puzzling over questions they don't understand. They should first answer all questions they are sure about. The numbers of the skipped questions can be jotted down on scrap paper to return to or some other suitable means can be used. BE SURE ANSWERS ARE PUT IN THE SPACE CORRESPONDING TO THE QUESTION NUMBER ON THE ANSWER SHEET.

4. Students should check answers if there is time.

It is all right to change answers if the pupil feels he/she should. However, if an answer is changed, the original answer must be erased thoroughly.

5. Students should not sharpen pencils during a test.

Sharpening pencils can be very distracting to others; therefore, students should be told how to request another pencil if their pencil points break. Provide student with some plan, such as your handing them a sharpened pencil when they hold up one with a broken point.

6. Students should know how much time is allowed.

Starting and stopping times must not be written on the board. It is helpful if a clock is in the view of all test-takers. It can be disruptive to students' concentration to write the time on the board. The state manual specifically indicates that this is not to occur.

C. Listen to instructions and read directions and questions carefully.

1. Students must listen to oral instructions carefully.

Many important directions for taking standardized tests are read aloud before the tests begin. Help students gain listening skills by having them listen to and repeat various types of directions during classroom instruction.

2. Students must read written directions carefully and fully before answering questions.

Remind students that it is sometimes necessary to reread the written directions as test items are being answered during a testing session.

3. Students should be given a review of the vocabulary of test directions.

Teach pupils that "biggest" can mean "most" and that a pencil can be called a "marker". Practice the concepts of right/left, up/down, opposite, most like, same, and different.

D. Choose and Record Responses.

1. Students should decide whether all answer options must be read before selecting the correct one.

If the item has required students to predetermine an answer, they may prefer to locate the correct answer among the choices given. Sometimes, though, the students will need to look at all options before making a choice.

2. Students must understand the proper way to mark answers.

Students should be instructed in the mechanics of marking on the answer sheet. Train them in using the appropriate pencil, in marking within the space, and in making the heavy mark per answer. Practice with the format of the specific test to be given. Trial tests are available for elementary students. IT IS VERY IMPORTANT TO AVOID RANDOM MARKS ON THE ANSWER SHEET. Explain to older students why ramdom marks should not be put on the answer sheet.

3. Students should practice the procedure for answering questions.

Show students that keeping the answer sheet on the side of the test booklet near the hand they write with allows them to mark the answer sheet without reaching across the booklet. Practice, in order, the steps of 2) selecting the correct answer choice; b) identifying the exact number of the question and the number or letter of the answer; c) locating the corresponding space on the answer sheet; and d) filling in the space on the answer sheet.

(Taken from ERIC materials on test-taking)

TEST TAKING SKILLS

1. Filling in an oval shaped space with a pencil
2. Filling in one space per item
3. Filling an oval shaped space under the picture of an object
4. Filling in (marking) the space under only one object when presented with three objects per test item
5. Marking the space beside the word that identifies the picture of an object
6. Marking the space beside the word that identifies a pictured object given four response options
7. Marking the space beside a dictated word given four response options but no pictured object
8. Drawing a ring around several pictured objects
9. Writing the number of several pictured objects in a box
10. Following the left-to-right and top-to-bottom test item sequencing format
11. Listening to and following directions. Ability to follow directions is often made more important because directions are given in English
12. Finding identifiers and keeping in sequence with the teacher during dictated portions of the test
13. Working independently on a timed task for the duration of the time required
14. Treating test items independently of personal experience when the keyed answer is dependent only on presented information
15. Completing the task in the allotted time
16. Marking an answer even when not certain it is correct

(Taken from Darroll Sabers materials on test-taking skills)

THOUGHTS ON TEST MOTIVATION

1) Orange juice break. Snack break.

2) Make sure there are as few adverse conditions present as possible while the student is being tested.

3) Make sure that the students contact with the test and/or test setting is followed by positive, rather than negative consequences.

4) Model the kinds of behavior we would like to see exhibited by our students.

5) Notify parents that their students will be taking a test--should be rested and present.

6) Reward students for advancements in percentile rank between pre and posttest.

7) Recognize highest achieving students in some manner--grant extra privileges.

8) Remind students test scores become a part of their permanent record and will be reviewed by future teachers in school.

9) Let students bring treats from home as reward for testing.

10) Reward students throughout the test for trying--small treats, etc.

11) Use game strategy during test session to help the students relax.

I am grey.

I have a trunk.

I use my trunk to take a shower.

What am I?

○ dog ○ bear ○ elephant

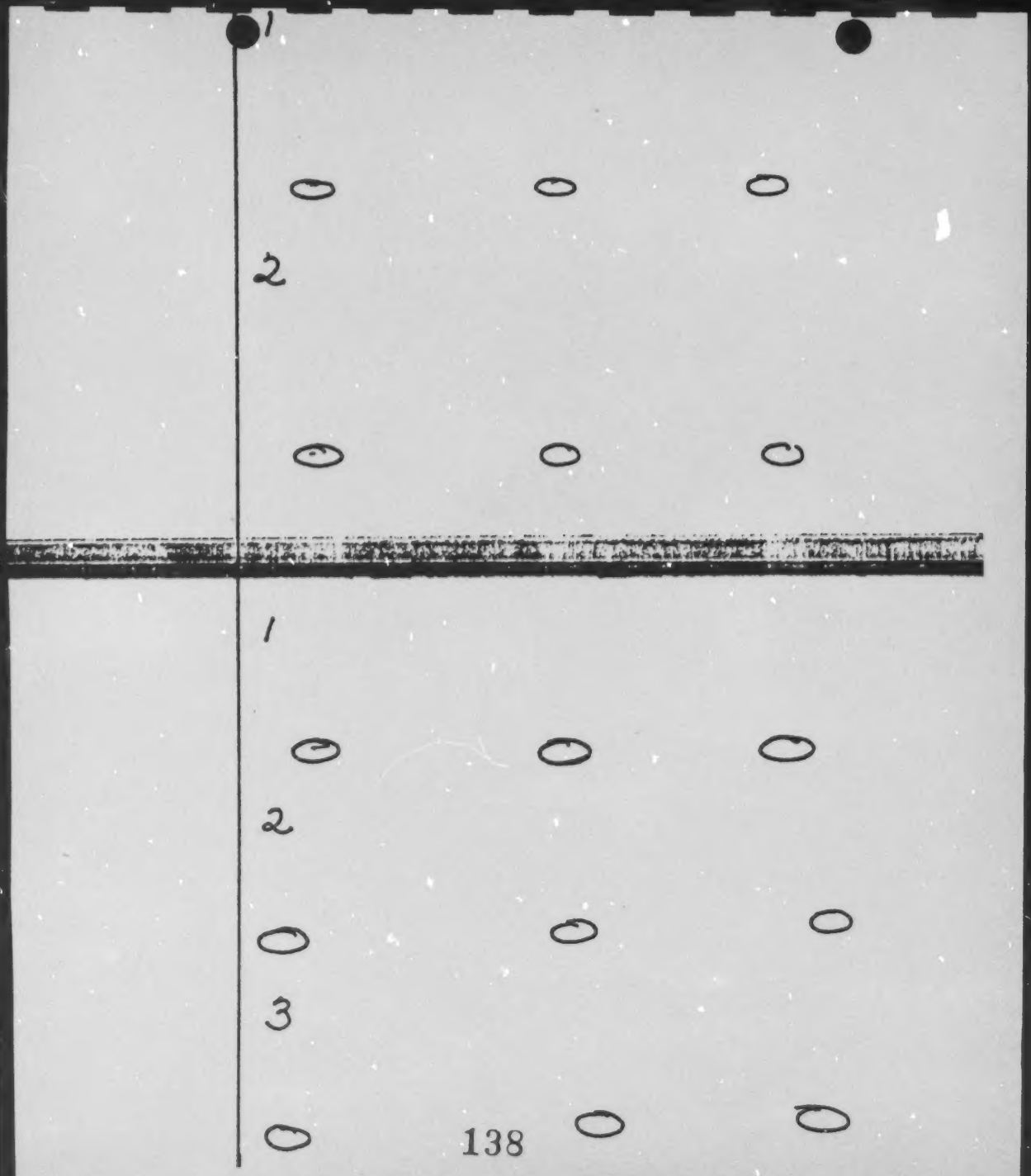
Ellen is a baby elephant. She is three feet tall. Ellen plays in the river. She fills her trunk with water and takes a bath with the water.

1. Ellen bathes in

○ tub ○ shower ○ river

2. The elephant must like

○ grass ○ water ○ sand


1
2
1
2
3

VOCABULARY

2.1.2, 2.1.3, 3.1.1, 4.1.1, 6.1.3 and 7.1.1a

Given classroom basal reader vocabulary the student will recognize at sight 90% of the words.

Strategies	Materials
1. Use individual pocket charts to provide practice of basal reader vocabulary in varied meaningful ways:	Individual 8½" x 11" pocket charts
A. a. Make up 3 to 5 sentences using words needing practice from the basal reader. These may be in the form of a brief story or single unconnected sentences.	Word cards that fit in the pocket charts
b. Prepare word cards for all the words in the sentences. Give each student a set of these words. Store in individual envelopes.	
c. Instruct students to remove the words from their envelopes and put them on their desks so they can see all the words.	
d. Dictate the sentences one at a time. Ask students to repeat the sentence and then find the words to arrange the sentence on their charts.	
e. Remind students that sentences begin with a capital letter and end with some kind of punctuation.	
f. Have individual students read their sentences to check their work.	
g. Continue until all sentences have been dictated.	

Strategies	Materials
h. Have students read all the sentences silently and then ask individual students to find and read aloud a sentence that answers a specific question. For example: 1) "Read the sentence that tells what Pete did after school." 2) "Find the sentence that makes you think Mom was really upset."	
B. To remove words from chart, choose from the following procedures to fit the needs of your students. a. All the words that begin with a given letter or sound and put them back in their envelopes; b. All the words with a given vowel sound and remove and place in envelope; c. To remove all the words which are the names of people; d. To remove all the words which tell about something people can do; e. To remove a word that means the same as _____ or the opposite of _____;	
C. After practice with dictated sentences and stories, students may use teacher-selected words to build their own sentences and/or stories.	

Strategies

3. Pocket charts may be used for classification activities. Supply headings and have students sort words into categories.

Example:

Short a	Long a
chant	snake
slang	plate
stamp	break

Weather Words	Working Words
stormy	sweep
cloudy	study
raining	dig
	cook

4. Students may build groups by adding inflected endings to a base word. For example:

jump
jumps
jumped
jumping
jumper

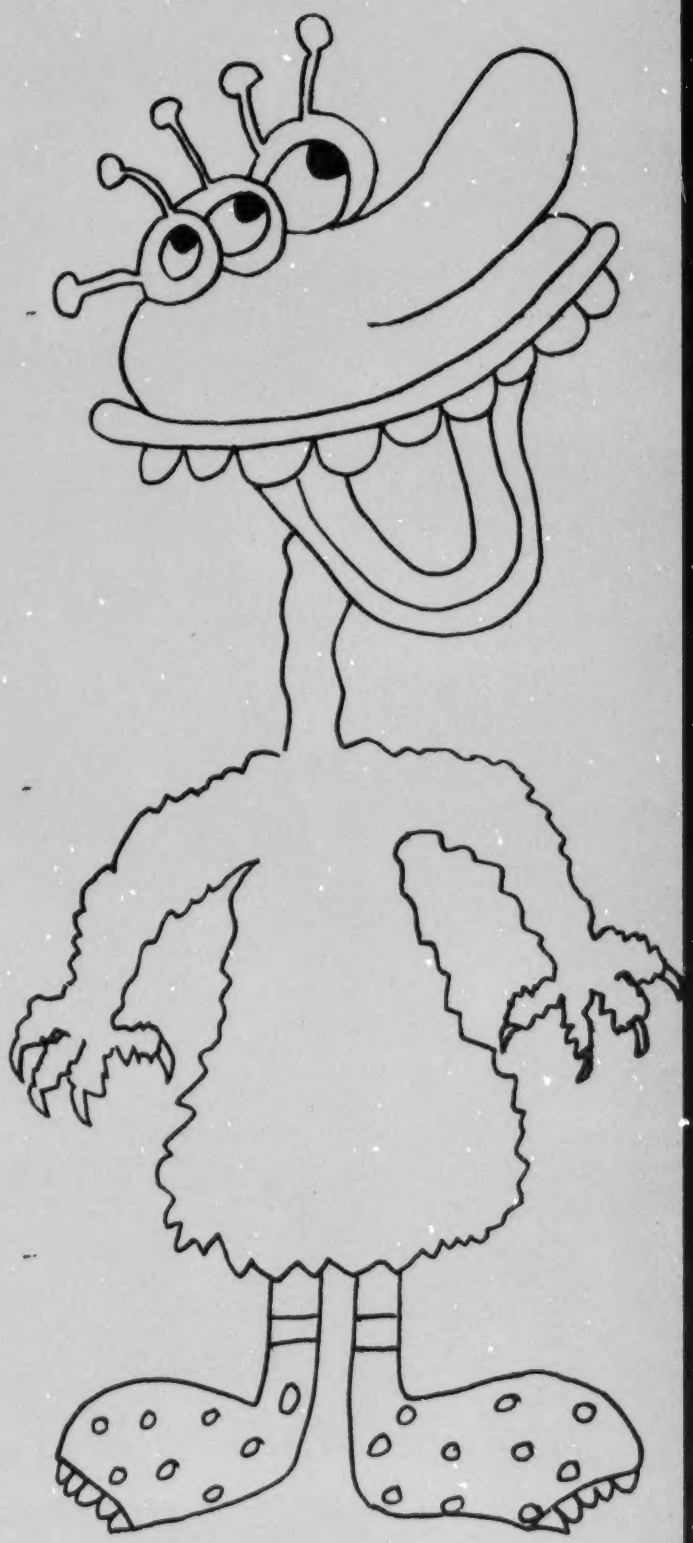
and then choose the correct form for oral sentences provided by the teacher.

Materials

2.1.2, 2.1.3, 3.1.1, 4.1.1

Given a specific number of words the learner will read each word orally.

Strategies	Materials
2. Monster Match 2 - 4 players Shuffle all the cards and place them face down. The first player draws a card. If s/he can read the word s/he keeps it. If the student can not read the word in 10 seconds the card is passed to the left until someone can. The second player then draws a card. Play continues in the same manner around the table. When a monster card is drawn it is kept. It may be passed to the next player if s/he misses a word. If a player gets a "complete Monster," the other players say "No Monsters Allowed" and the student is temporarily out of the game. A player can reenter the game by correctly reading a card passed, but cannot draw. The winner is the player with the most word cards at the end of the game.	Monster Cards - 4 (cut into 4 sections). Word cards. (both sets of cards should be the same size). See pattern page 98.
3. Tic-Tac-Toe 2 - 4 players, 5th person may be monitor or card holder. Using sight word cards, students must read, spell or use words in a sentence before placing markers on board. The first player to make Tic-Tac-Toe is the winner.	Tic-Tac-Toe board X and O markers (pattern on page 99.) sight word cards



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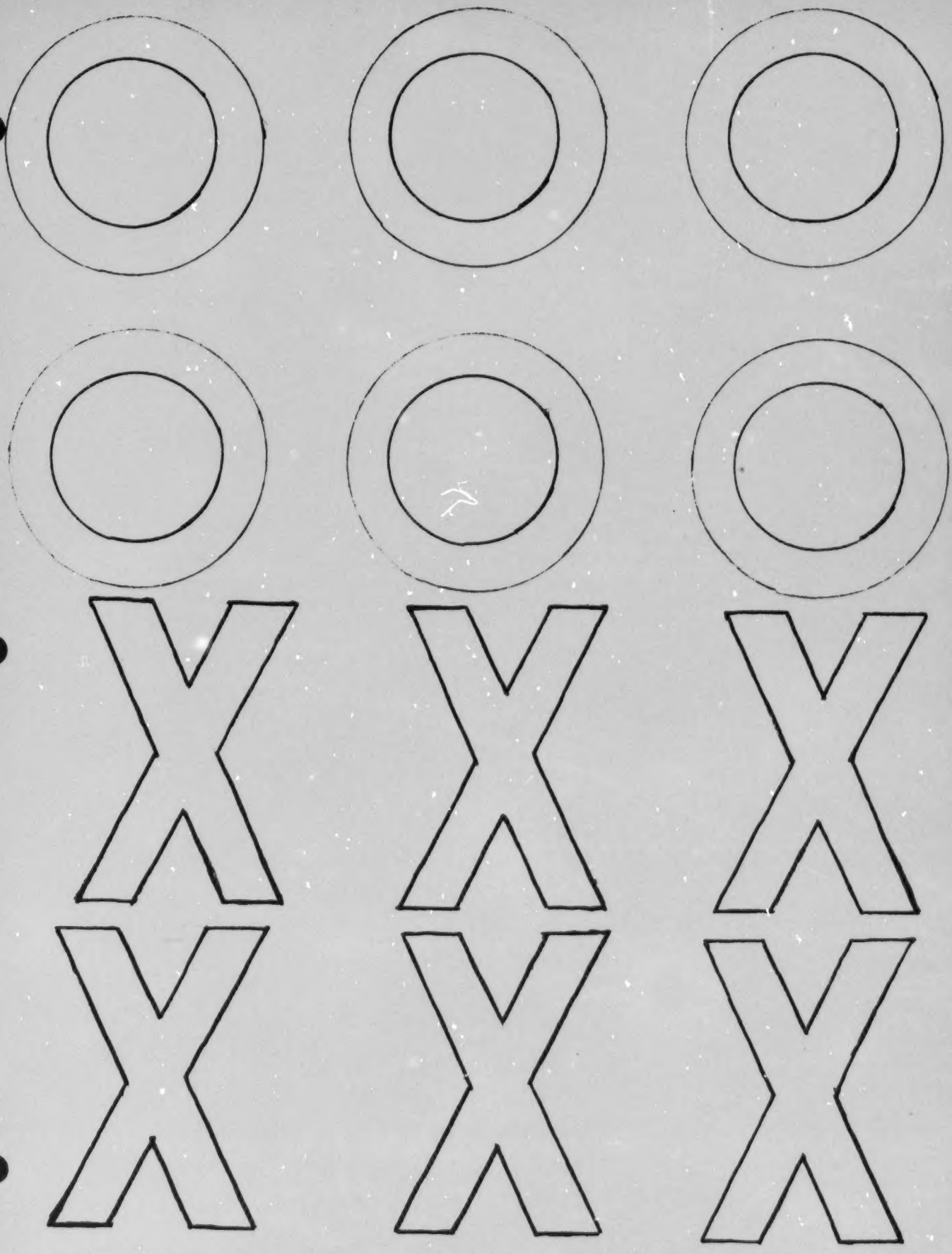


2.1.3a

Given selected vocabulary from the experience stories the student will recognize at sight a minimum of 15 words.

Strategies	Materials
1. Refer to page 38 - Language Experience Approach to Teaching Sequence.	
2. The following are maintenance methods for language experience vocabulary.	
a. file box - keep words alphabetized.	
b. metal ring or brads.	
c. bulletin boards that can be added to - such as cones and ice cream scoops, man with balloons.	
d. stumper words - refer to page 105.	
e. individual notebooks for copies of stories.	
3. Cut apart language experience strips and have students reconstruct the words in sequential order. (independently or by following a model on the board).	
4. While holding sentence strips, students arrange themselves in sequential order.	

Strategies

5. After writing a language experience story decide with the students which key words to underline. Mimeograph these words and cut into strips. Construct a pocket chart (see diagram) by gluing library pockets on a sheet of oaktag. Clip a picture of one of the key words to each pocket and place the corresponding word strips within each pocket. Ask the students to write their own stories. They may select the key word strips from the pocket chart to use in their stories.

or

Students can include word strips within a story by pasting them on to the story paper.

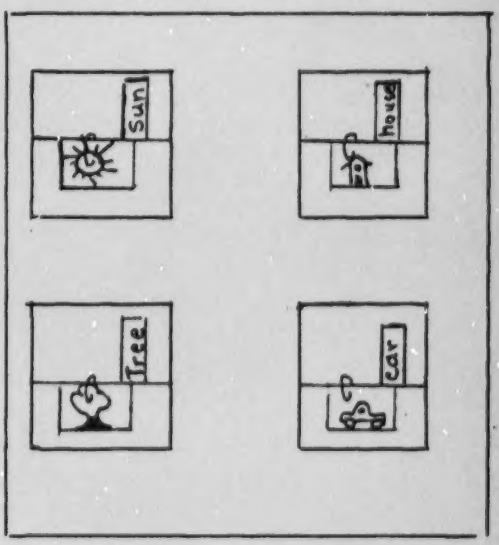
or

The word can be clipped to the pocket and the corresponding pictures reproduced on strips. Students can use pictures to form a rebus story.

6. Give each student several vocabulary cards. As a written definition is read orally the student with the matching vocabulary card raises his hand, rereads word and definition and keeps both cards.

Materials

Oak tag
library pockets



Strategies

7. Teacher rewrites sentences from a language experience story onto sentence strips. Give each student a sentence strip and ask him/her to change the sentence from:

a. positive to negative
b. singular to plural
c. contractions to the original two words.

Have students write a new sentence strip. Pair the sentence strips and tape to the board. Have the students chant the sentences as a group.

8. Upon completion of a story or book ask student for many words describing a given character such as a raccoon.

a. List words on board
scary, quiet, black, soft

b. Read all words with students orally.

c. Phrase words and read as a class.

Example:

scary	raccoons
soft	raccoons
quiet	raccoons
black	raccoons

d. Rephrase and read orally as a class

Example: raccoons are scary
raccoons are quiet

Materials

Reading is only the Tiger's Tail
McCracken, Robert A., Marlene J
Leswing Press, San Fafael, Calif.
1972.

Strategies	Materials
e. Expand phrases and reread as a class. Example: Raccoons are very scary and quiet. Raccoons are very black and soft.	
f. Continue expanding sentences by adding verbs, prepositional phrases, adjectives, adverbs, negatives, etc. Example: Add Verbs - Ask students what raccoons can do. Collect many words, write sentences and have students read orally. Raccoons steal. Raccoons hide . Raccoons run . Raccoons eat . Add the prepositional phrases, telling where. Raccoons eat in the garden. Raccoons eat by the river. Raccoons eat under the bushes. Add words telling when Raccoons eat in the garden at night.	

Strategies	Materials
g. Use these sentences to help teach phonetic skills, punctuation, negatives, contractions, comparisons, syllables. Example: 1. Have students find and read all short e words. 2. Find a two syllable word. Divide raccoons and scary into syllables. 3. Find a word that begins with the same sound as scary. 4. Name two words that mean the same as scary. 5. Choose several words that the students will spell. 6. Ask students to identify words: a. which name things you can see? b. which name things you can do? c. which name things you can taste? d. which name things you can smell? e. which tell how things feel?	

2.1.4 through 9.1.1b

VOCABULARY - Reading and Meaning

Strategies

Choose words student needs to practice reading or defining. Call them "Stumper" words. Each day put one word on a card and post in the same place. As a student enters and/or leaves the group, s/he may whisper either the word or the meaning of the word to the teacher.

Materials

List of words and a permanent place to post one word each day.

5.1.1, 6.1.2, 7.1.2, 8.1.2, 9.1.1

SYNONYMS, HOMONYMS, ANTONYMS

Strategies

1. Puzzle Match-up

Using a commercial puzzle write an antonym on the back of each puzzle piece and on the puzzle board so that word pairs correspond. Ask students to match puzzle word pieces to board in order to complete puzzle. This activity works with synonyms and homonyms.

2. Bulletin Board

Choose a theme such as "Winter Mittens." Design a working bulletin board where students can match sunonyms, homonyms and antonyms (see diagram).

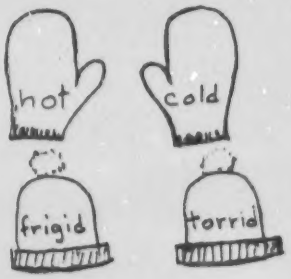
3. Concentration Game

Play concentration using synonym, antonym or homonym word cards (see page 113.

4. Read books such as Big Bad Bruce to students and discuss unfamiliar words and their definitions. Select a word such as "lumber" and write it on a large sheet of paper. Below the word list various synonyms. Follow this procedure with several words selected from the book. Hang the sheets around the room making a wall Thesaurus that can be used as a reference. Through the year add new pages and new synonyms as they are found.

Materials

Commercial puzzles



Big Bad Bruce

Vocabulary Development
Lee C. Deighton
The Macmillan Company (1964)

Conquests in Reading
William Kottmeyer and Kay Ware
McGraw-Hill (1962)

5.1.1, 6.1.2, 7.1.2, 8.1.2, 9.1.1

SYNONYMS, HOMONYMS, ANTONYMS Cont.

Strategies

5. Grab Bag

Place an object in a paper bag. Ask a student to feel, without seeing the object, and describe it orally. List the students responses on the board, let class take turns guessing the identity of the object. When the object is known, have the class orally give synonyms to correlate with the listed words.

6. Search and Find

Clip advertisements from newspapers, magazines, travel brochures, etc.

a) Organize by topic, Example: foods, cars, clothes. List and compare synonyms used in each category of ads.

b) Organize by product. Example: coffee. Collect as many different ads as possible for the same product. (see following 2 pages). List and compare synonyms stated on the advertisement. Students may then write their own ad using collected words.

c) Ask students to write their own advertisements. To add humor and interest, have students substitute antonyms within their own ads.

7. Read a story such as Fortunately with students. As a group, retell the story orally, substituting the antonyms for various words.

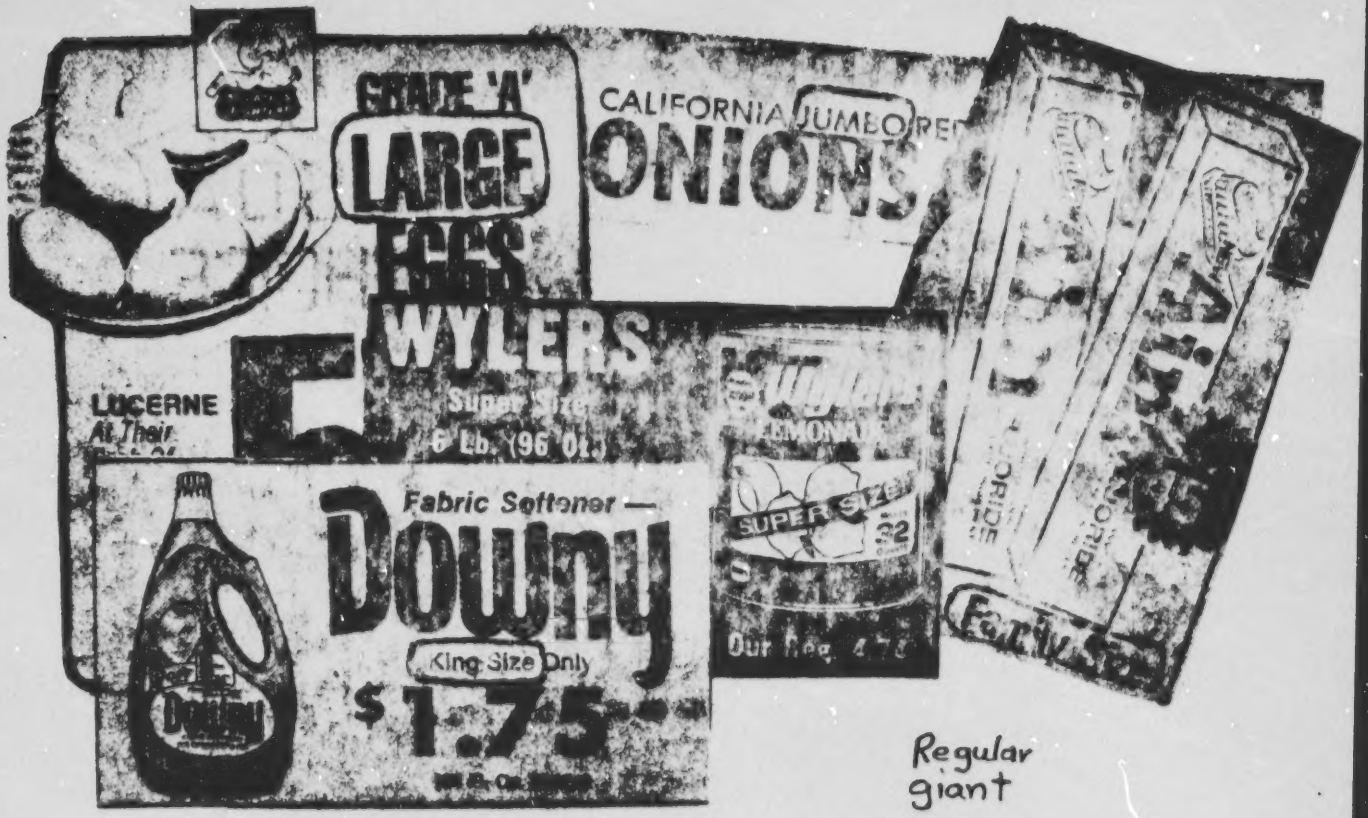
Materials

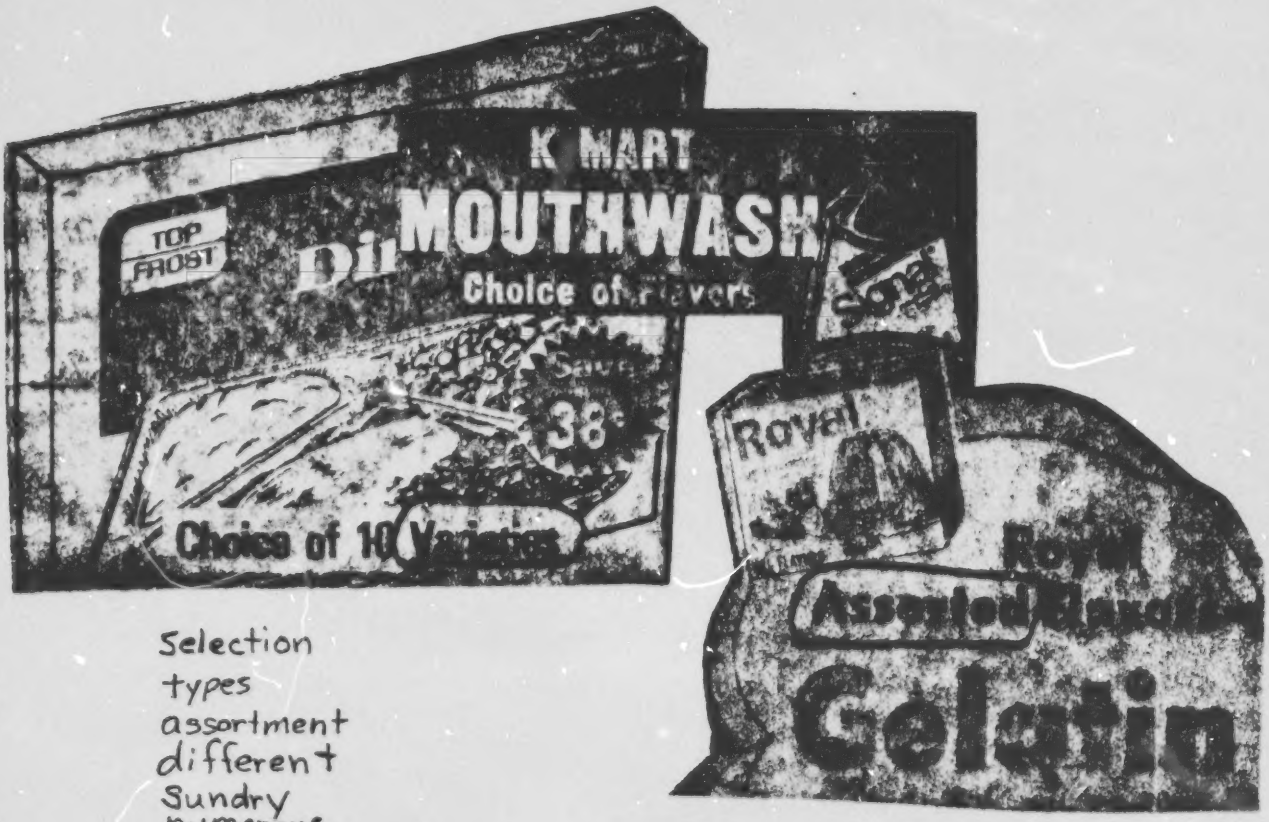
Charlys, Remy, Fortunately, Scholastic Book Services, N.Y., 1966

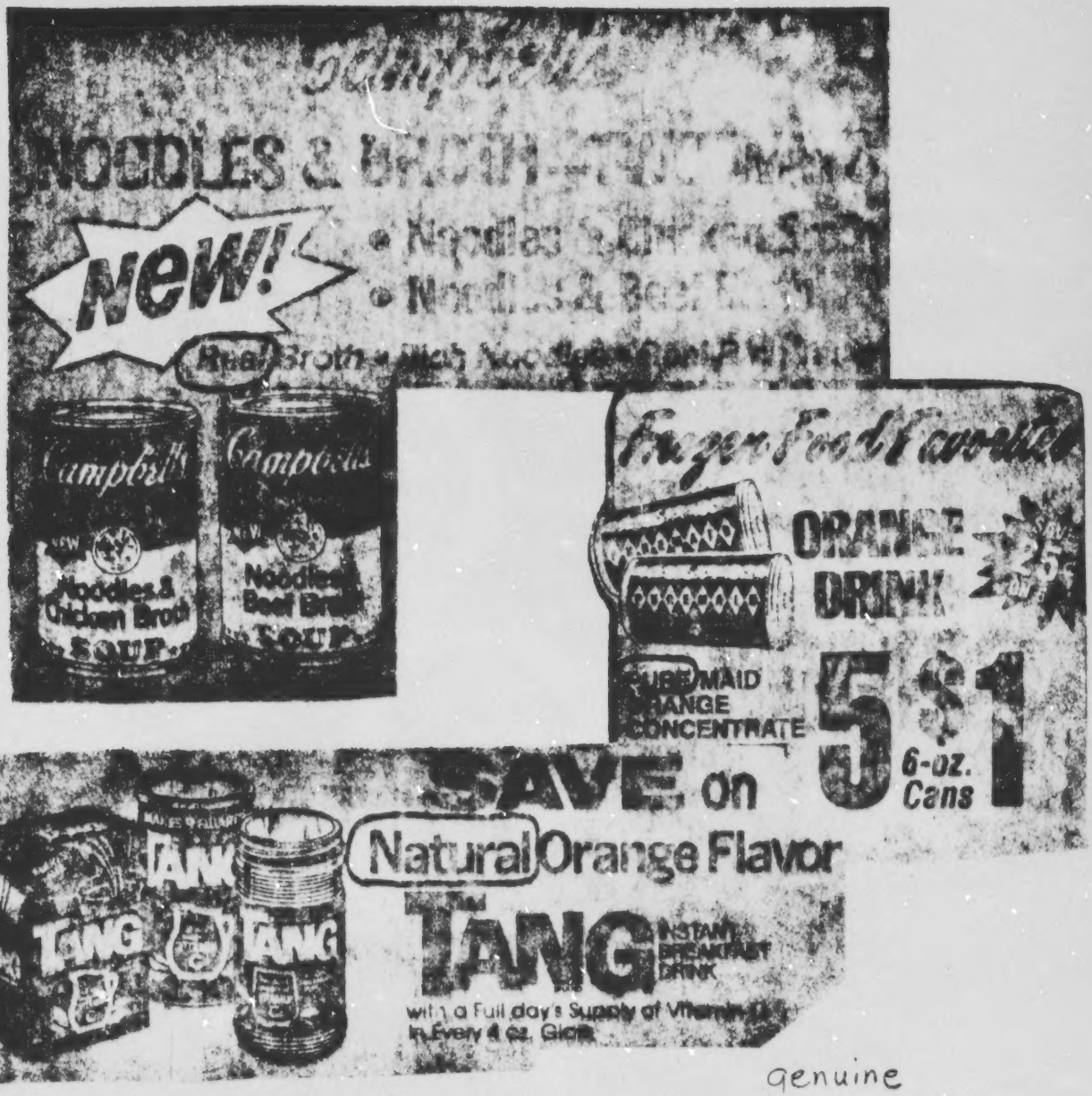
Hanson, Joan, More Antonyms, Lerner Pub. Co., Minneapolis, Minn. 1972

Forte, Frank, MacKenzie, Kid's Stuff, Incentive Pub., Nashville, Tenn.

Provoensen, A and M, Karen's Opposites Golden Press, N.Y. 1963


GRADE 'A'
LARGE
EGGS
CALIFORNIA JUMBO RED
ONIONS
WYLERS
LUCERNE
Fabric Softener —
Downy
King Size Only
$1.75
SUPER SIZE
32
Our Reg. 47¢
Regular
giant


K MART
TOP FROST
MOUTHWASH
Choice of Flavors
38
Choice of 10 Varieties
Royal
Assorted Flavors
Gelatin
Selection
types
assortment
different
Sundry
numerous



genuine
no preservatives
authentic
organic
home grown

5.1.1, 6.1.2, 7.1.2, 8.1.2, 9.1.1

SYNONYMS, HOMONYMS, ANTONYMS Cont.

Strategies

8. Collect greeting cards with the students. Classify the cards according to the message being sent, (birthday sympathy, congratulations, etc.) List the synonyms used for each category. For example:

Sympathy:	Congratulations
pity	excited
sorrow	elated
compassion	ecstatic
commiserate	joyous
grieve	glorious
sadness	

Have students construct cards and write their own messages. Let them mail their cards to friends or relatives. These terms can also be paired as antonyms.

9. Distribute several different cookbooks to the students. Ask them to find a common recipe such as "Chocolate Chip Cookies." List and compare the terms used within the various recipes. Collect cooking terms and organize them in a loose-leaf notebook which could be titled "Cookbook of Terms."

Materials

Dictionary.
Thesaurus, In Other Words, Scott Foresman & Co.

All your birthdays
Ought to be
_____ ones,
It seems to me.....
For you're so _____
You surely rate
A day that's _____,
A year that's _____!

COOKING TERMS (Examples)

Possible synonyms:

Words that refer to mixing:

stir, blend, cream, whip, fold, beat, combine, knead, fluff, beat, mash

Words that refer to mixture:

dough, batter, mash, frappé

Words that refer to cutting:

trim, pare, peel, cut, chop, mince, dice, cube, slice, shred, grate, crumble, snip, crush, filet

Words that refer to cooking:

roast, braise, fry, sauté, brown, broil, simmer, boil, bake, grill, scald

Words that refer to liquid:

syrup, sauce, broth, gravy

As you cook with students note the shades of difference among these terms.

Possible Antonyms:

fresh - stale
place - remove
quickly - gradually
freeze - thaw
crisp - soggy
separate - combine
moist - dry

EXAMPLES OF TERMS - Teachers should generate their own terms.

G R E E T I N G

C A R D S

BIRTHDAY

Hope you had a happy day.
On your special day.
Hope you had a super day.
Hope your wish comes true.

GET WELL

Speedy recovery
Snap out of it.
Sorry to hear you're feeling rotten, out of sorts / miserable
Feel better soon.
Get up and around.
Under the weather.
Down in the dumps.

FRIENDSHIP

You're special
Good friend
You bring me happiness, joy

VALENTINE'S DAY

I love you.
You're terrific
You make me happy.
I need you.
I care for you
I'm glad I know you.

SYNONYMS FOR GREETING CARDS

super
- magnificent
- excellent
- marvelous
- terrific

special
- unique
- exclusive

bad
- miserable
- rotten
- out of sorts
- dreadful
- horrible
- unhealthy
- unsatisfactory
- below par
- painful

better
- chipper
- spunky
- perky
- improvement

happiness
- joy
- lucky
- glee
- fun
- contentment
- comfort
- glad, gladness
- peace of mind
- satisfaction

love
- cherish
- adore
- worship
- idolize
- desire
- favor
- hold dear
- to prize
- cling to
- dote on
- go for
- be nuts about
- care for
- need
- crave

good
- close
- dear
- top-notch
- great
- wonderful
- super
- terrific
- intimate
- first rate
- best
- first class
- swell
- grand

5.1.1, 6.1.2, 8.1.2

ANTONYMS, SYNONYMS

Strategies

10. $25,000 Pyramid

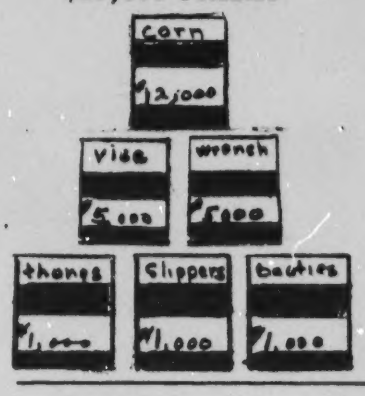
Construct a board (see diagram) by gluing 6 library pockets on oaktag. Write words for play on index cards and place in pockets. The words for each tier are from a common category. For example: row 1 - footwear, row 2 - tools, row 3 - crops. Two students are seated, one facing the chart, one with his/her back to the chart. The student facing the board names the category for the row and gives a synonym or antonym for the first word. For each clue the second player may guess or pass to the next word. Each word guessed correctly is worth the amount listed on the pocket.
The player with the largest sum wins.

A time limit of 2-3 minutes per game keeps the activity moving quickly.

Materials

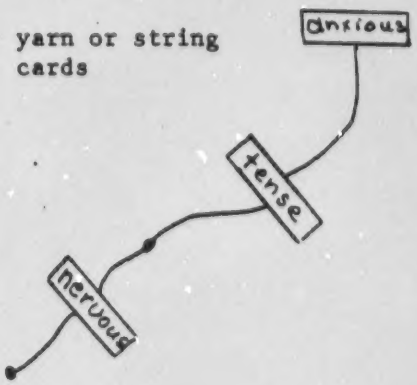
12" x 24" oaktag
6 library pockets
3" x 4" unlined index cards
Kitchen timer or stopwatch

$25,000 PYRAMID



You can have 4 words per card:

or one word per card and have children classify them by topics in boxes for future games.

Strategies	Materials
11. Newscaster Jargon - using either the sports section of the newspaper or a tape recorded sports segment (radio or T.V.) the students will list all the ways to describe a certain word or phrase. Example - They won..... 1. They beat ..... 2. They slaughtered..... 3. They whipped	Sports Section of newspaper Tape recording of a sports segment (radio or T.V.
12. String synonyms - prepare several cards with one hole punched in a corner. On other cards write a word or very short phrase which could be substituted. On one card write an over used word such as nervous. Example - anxious, tense). Place strings of yarn and cards in a box. Have students choose a string and try to string all alternate ways of saying the word knotted at the end of the string.	yarn or string cards 
13. Hinky Pinky - Give the students a descriptive riddle and a clue indicating the number of syllables. (See following page). Hink Pink = (one syllable words) Hinky Pinky = (two syllable words) Hinkety Pinkety = (three syllable words) Have students provide a two word phrase that: a. is synonymous with the given riddle b. contains same number of syllables c. rhyme	list of riddles to use - see attached sheet of examples.

H I N K Y P I N K Y

lemon gelatin	- yellow jello
a nervous burglar	- shook crook
small wasp	- wee bee
a sneaky boy	- shy guy
an honest rabbit	- fair hare
an overweight Chevrolet	- heavy Chevy
a disinterested Pinto	- bored Ford
a fast hen	- quick chick
sad footwear	- blue shoe
a sneaky insect	- shy fly
raining posies	- flower shower
foolish William	- Silly Billy
a cooked newlywed	- fried bride
a fat cement block	- thick brick
dog that deals with law	- legal beagle

S 6.1.2

Strategies	Materials
14. C.B. Jargon - After students are able to understand C.B. words and their meanings, have the students write out sentences and translate into the C.B. jargon. (This can also be used as a motivator for units on communication and dialects and to interest students in reading books and articles on trucking, transportation, etc.)	Resource person to explain C.B. language and its usage.
15. Synonym Rummy Deal 6 cards to each player. Remaining cards are placed in a pile with the top card face up next to the stack. The object is to collect 3-4 synonyms. Player draws the face-up card or from the deck. He/she must discard one unwanted card. When a player has collected 3-4 synonyms they are placed face-up in front of him/her and other players may play on these cards. Play continues until one person has laid down all cards.	Scholastic, C.B. Dictionary List of 13 word cards with 3 synonyms for each. Make 13 sets of 4 cards each (52 total). Each set shows 4 matching synonyms. In Other Words, A Beginning Thesaurus, Andrew Schiller, William A. Jenkins, Scott, Foresman and Co. (1977)

5.1.1, 6.1.2, 7.1.2, 8.1.2

ANTONYMS, HOMONYMS, SYNONYMS

Strategies

16. RASH Judgment

Shuffle the cards. Deal 4 cards to each player. Place one card, face up in each of the 10 card spaces on the game board. Place remaining cards, face down, on the VOCABULARY CARDS pile.

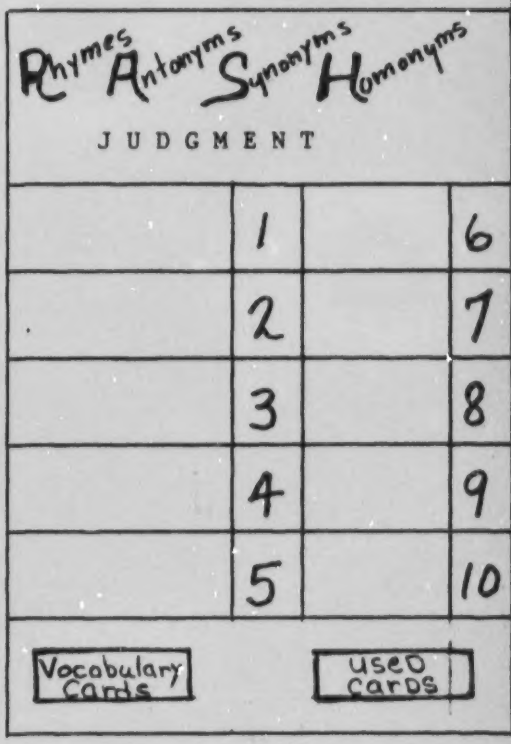
The first player tries to match two cards:

a) Cards may be matched from a player's hand and the board. If he has a match from his hand, he receives 10 points, plus the number of points beside the card he matched.
b) The matched cards are discarded on the USED CARD pile.
c) If a player matches two cards from the board, he receives only 2 points.
d) Card must be matched according to the KEY LETTER on the upper right hand corner of the card. BOTH cards must be rhymes (R), antonyms (A), synonyms (S), or homonyms (h).

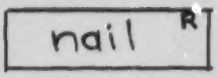
If the player cannot make a match, he draws a card from the pile, but cannot play until his next turn, even if he draws a match.

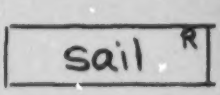
Materials

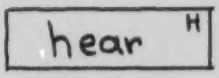
Gameboard
Vocabulary Cards

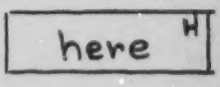


Cards: Make about 30 pairs









5.1.1, 6.1.2, 7.1.2, 8.1.2

ANTONYMS, HOMONYMS, SYNONYMS

Strategies	Materials
RASH Judgment (Continued Cards matched off the board are replaced with word cards from the card pile. When the pile is depleted and a player has no match he must use a card from his own hand to fill the empty space. If a player runs out of cards, he still keeps his turn. The winner is the player who tallies the highest number of points. 17. PLAY TEAKETTLE. One student leaves the room. The rest of the group decides on a pair of homonyms. The student who returns may choose any member to give him/her a sentence. The student chooses a sentence that offers clues for meaning while substituting the homonym with the word "teakettle." For example, "He went Teakettle (to) the Store." Up to three sentences may be requested before the student names the homonyms. Quickly list the pair or set of homonyms and ask the students to define each of them.	
18. Give students copies of a familiar fairy tale or poem. Ask them to locate synonyms for as many words as possible and rewrite the story or poem substituting the new synonyms. Have students read their selections and discuss how the synonyms have altered the story or poem.	Dictionaries Thesaurus

HOMONYMS

so	sew	sow
blue	blew	
eight	ate	
knight	night	
cite	site	sight
seas	sees	seize
weight	wait	
weigh	way	
hour	our	
wood	would	
knot	not	
whole	hole	
to	two	too
aye	eye	I
flour	flower	
road	rode	
hear	here	
their	there	they're
rain	reign	rein
vain	vane	vein
pain	pane	
hair	hare	
through	threw	
four	fore	for
we	wee	
buy	bye	by
choose	chews	
pail	pale	
flu	flue	flew
real	reel	
hail	hale	
steak	stake	
shoe	shoo	
male	mail	
plain	plane	
knit	nit	
won	one	
week	weak	
tier	tear	
slew	slough	
all	awl	
ail	ale	
knead	need	
knew	new	gnu
bus	buss	
cache	cash	
carrot	karat(carat)	caret
carol	carrel (carrell)	
hay	hey	
maid	made	

chute	shoot	
hair	hare	
raise	raze	
daze	days	
tee	tea	
very	vary	
fowl	foul	
flea	flee	
right	write	rite
horse	hoarse	
course	coarse	
red	read	
reed	read	
nose	knows	
principal	principle	
stationary	stationery	
capital	capitol	
seem	seam	
miner	minor	
hi	high	
mane	main	Maine
I'll	isle	aisle
toe	tow	
cents	sense	
teem	team	
piece	peace	
steel	steal	
dear	deer	
tale	tail	
passed	past	
do	due	dew
sighed	side	
meet	meat	
beet	beat	
rap	wrap	
you're	yore	
you'll	yule	
son	sun	

S 6.1.1

COMPOUND WORDS

Strategies

1. Use rebus sentences to demonstrate formation of compound words. Tape or draw a picture of "pan" and a picture of "cake" on the chalkboard. Have students supply a sentence to incorporate each word. Use the pictures to form rebus sentences. For example:

a. Mother cooked beans in a .

b. The tasted good.

For the third sentence place the 2 pictures side by side with a "+" sign between. Write the compound word the students form by combining the two pictures. Have the students supply a sentence using the compound word. Write the sentence on the board. For example:

c. John ate one pancake.

Ask a student to quickly sketch a picture of a pancake and tape it beside the word.

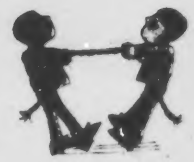
Cut and distribute several pairs of pictures (see following page) to each child. Have them construct sentences according to the above procedure, on their own writing paper.

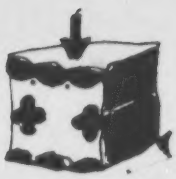
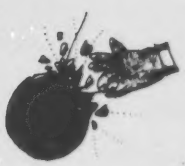
Materials

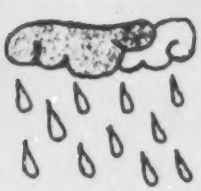
Picture cards
see following page

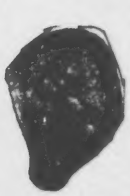
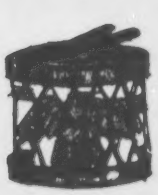
More Sounds and Syllables, level 6
Clymer, Barrett, Burmeister
Ginn Word Enrichment Program,
(1968)

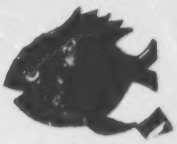
The Magic World of Dr. Spello
William Kottenyer and Kay Ware
McGraw-Hill (1963)

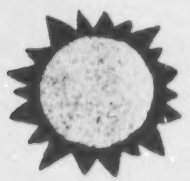


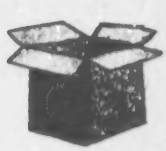
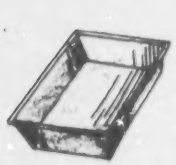









COMPOUND WORDS 6.1.1

popcorn
airplane
watermelon
greenhouse
snowman
broomstick
cardboard
starfish
milkman
barnyard
watchdog
chairman
roadside
postman
highway
strawberry
anybody
driveway
farmland
birdhouse
downfall
sunflower
workday
wintertime
firewood
policeman
dollhouse
sunburn
overlook
downstairs
outside
applesauce
bedroom
grownup
downtown
everyone
pancake
playground
campfire
anywhere
paintbrush
footprint
without
overcoat
playtime
afternoon
goldfish
runaway
springtime
overlook
cannot

horseback
workshop
evergreen
into
bedroom
newspaper
farmhouse
lookout
nobody
wildlife
anything
daytime
sunlight
snowball
everybody
horseshoe
schoolyard
Sunday
upstairs
eyesight
housewife
homemade
someone
waterfall
bedtime
moonlight
boxcar
mousetrap
sidewalk
rainbow
storybook
lighthouse
workman
fireplace
raindrop
shoemaker
storeroom
birthday
warehouse
overnight
somebody
steamship
something
someday
fisherman
baseball
football
basketball
doorway
footsteps
lifetime

butterfly
doghouse
doorbell
flashlight
salesman
houseboat
anyhow
anyone
everything
nowhere
nothing
into
onto
overboard
underwear
pocketbook
crybaby
bedroom
backbone
mixup
daydream
summertime
daylight
doorman
busboy
downpour
uptown
schoolhouse
playground
overcoat
outfield
eggshell
cupcake
meatloaf
homework
grandmother
grandfather
cutoff
eyesight
seashore
cowboy
candycane
flowerpot
toothache
railroad
raincoat
beehive
sunset
necktie
notebook
wishbone

teapot
bathtub
drumstick
windmill
cookbook
playmate
placemat

S 6.1.1

Strategies

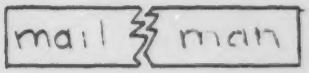
2. Make flashcards using compound words and cut apart to form puzzles. Shuffle the cards and distribute among the students. Each student must then find the match to his word that will form a compound word. Students then say their word and use them in a sentence.

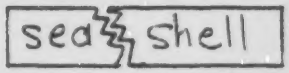
3. Concentration

a. Play the game using divided compound word cards, (24 cards - 12 pairs). Spread word cards face down on the table. The first player draws two cards. If they are a matched pair, he reads them aloud and keeps the pair face-up in front of him. If they do not match, he replaces them face down on the table in the spot where he picked them from. The next player then chooses two cards to try to make a pair. The student with the most pairs wins.

b. Concentration Sentence Board
Use an 8" x 1'" sheet of tag board and mark off 25 squares. Write 12 pairs of sentences containing compound words. Place one sentence in each square. Use each sentence twice. Leave one square as a free space. Using tabs numbered 1-25 cover each square. The student picks up two tabs and reads the sentences. If s/he keeps the tabs, if the sentences are different, the tabs are replaced.
This process continues

Materials





tag board

markers
scissors

Strategies	Materials
until all tabs are collected. Each student adds the numbers on his/her tabs. The student with the highest number wins.	

C O N C E N T R A T I O N

C O M P O U N D W O R D S .....

My grandfather grows water-melons in his greenhouse.	The policeman found fingerprints on the upstairs doorway.	There is a bluebird in the evergreen tree by the driveway.	The milkman and postman do not work on Sundays.	One can get a sunburn while outside in the summertime.
My playmate found a star-fish by the seashore.	The ballplayer caught the baseball in the outfield.	This is your lucky day. You are on a free space.	The cowboy heard footsteps by the campfire at nightfall.	One can get a sunburn while outside in the summertime.
The cowboy heard footsteps by the campfire at nightfall.	The butterfly landed on the sunflower.	The policeman found finger-prints on the upstairs doorway.	Everyone saw a rainbow after the downpour.	There is a bluebird in the evergreen tree by the driveway.
My grandmother reads the newspaper every afternoon.	The butterfly landed on the sunflower.	For her birthday party Joann had strawberry cupcakes.	The milkman and postman do not work on Sundays.	For her birthday party Joann had strawberry cupcakes.
Everyone saw a rainbow after the downpour.	My grandfather grows watermelons in his greenhouse.	My grandmother reads the newspaper every afternoon.	The ballplayer caught the baseball in the outfield.	My playmate found a starfish by the seashore.

6.1.1

COMPOUND WORDS

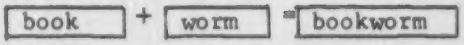
Strategies

4. Students make equations using word cards. They can then illustrate their new compound word.

5. Puzzle Match-up - refer to (p.122)

6. Using the compound cloze story the students will use words supplied from the word bank to complete the sentences within the story

Materials



Compound Cloze Story

COMPOUND

CLOZE

One Sunday _____, the Goldfinches went to a family reunion at _____ Park.

Mother packed a picnic basket filled with all kinds of goodies. She packed _____ sandwiches and homemade _____ bread, meatloaf smothered with _____, _____ and applesauce cookies, fresh pineapple and _____.

Father came _____ and everyone hurried to the _____ where the car was parked.

It took a half-hour to drive to the park. When they arrived, the children ran to the _____ while the others unpacked the basket on the red _____.

After lunch everyone enjoyed the sunshine. They played _____, _____, went sailing in a _____, while others went _____ riding.

At sundown the _____ family repacked everything and started for home.

COMPOUND WORD BANK

Goldfinch	afternoon
peanutbutter	Greenwood
applesauce	oatmeal
sourdough	pineapple
mushrooms	downstairs
strawberries	driveway
playground	tablecloth
football	basketball
horseback	sailboat
	Goldfinches

COMPOUND

CLOZE

One Sunday afternoon, the Goldfinches went to a family reunion at Greenwood park.

Mother packed a picnic basket filled with all kinds of goodies. She packed peanutbutter sandwiches and homemade sourdough bread, meatloaf smothered with mushrooms, oatmeal and applesauce cookies, fresh pineapple and strawberries.

Father came downstairs and everyone hurried to the driveway where the car was parked.

It took a half-hour to drive to the park. When they arrived, the children ran to the playground while the others unpacked the basket on the red tablecloth.

After lunch everyone enjoyed the sunshine. They played basketball, football, went sailing in a sailboat, while others went horseback riding.

At sundown the Goldfinch family repacked everything and started for home.

6.1.3

The learner will read the Dolch Basic Sight Vocabulary List. Given 220 words, the learner will read each work orally.

Strategies	Materials
1. Play concentration using sentences written with Dolch words from List 1, 2, and 3.	Concentration game board Dolch word lists Dolch word sentences Dolch word cloze sentences
2. Given an incomplete sentence, the student will select from a group of 3 choices a word which completes the sentence. This can be done orally or as a written exercise.	Individual Word Cards, Scott, Foresman Dolch Puzzle Books, Garrard
3. Give students pocket charts and sets of word cards for basal vocabulary and Dolch words. Ask them to use their words to build sentences in their pocket charts. The sentences may be read or written on paper.	Individual pocket charts
4. Ask students to rearrange the words to form as many meaningful sentences as possible.	
5. Ask students to do a meaning sort of Dolch words. Word categories could include color, number, action (doing), spelling pattern, articles, pronouns, etc.	

Dolch 1, 2, 3

C O N C E N T R A T I O N

Carry it out.	He came by.	He ran into it.	Some like red.	Who can eat it?
Look around and see.	Come and jump too.	Was he here?	Yes, I do too.	Is this black?
Who can eat it?	This one is free.	Carry it out.	I saw a little one.	He ran away.
I saw a little one.	Yes, I do too.	Look around and see.	He ran into it.	Some like red.
Was he here?	Is this black?	He ran away.	He came by.	Come and jump too.

Dolch 1, 2, 3

C O N C E N T R A T I O N

Will he like it?	Make a fast call.	My blue one is here.	Ride by at three.	I will get it for you.
Can you run down?	Is he going?	Did she have two?	Get off of the green.	Who said that?
No one can play here.	Who said that?	Will he like it?	Make a fast call.	The old one is good.
The free one is here.	Did she have two?	I will get it for you.	No one can play here.	Ride by at three.
Get off of the green	Is he going?	The old one is good.	My blue one is here.	Can you run down?

S 6.1.3

Given an incomplete sentence the student will select from a group of three choices, a word that completes the sentence.

Dolch word list A

1.	Come and _____.	play, like, can
2.	I can see _____.	to, you, the
3.	He can jump _____.	little, and, up
4.	Are you coming to my _____?	play, funny, little
5.	This is _____.	red, my, the

Dolch word list B

1.	He saw me run _____.	away, yellow, big
2.	It is good for _____.	too, me, one
3.	We said to jump in _____.	little, on, it
4.	Can you look down _____?	good, will, here
5.	Will it be green and _____?	at, yellow, too

Dolch word list C

1.	Who can call _____?	she, he, you
2.	One and two is _____.	out, stop, three
3.	She can run _____.	get, fast, old
4.	Was it _____?	eat, black, call
5.	We came by to _____.	old, into, eat

Dolch word list D

1.	Will he _____ it to her?	so, from, give
2.	You are going to _____.	fly, did, give
3.	It's going to be cold _____.	round, soon, after
4.	Did it come from _____?	her, your, his
5.	I will _____ you.	from, help, fly

Dolch word list E

1.	It is _____ over.	new, let, now
2.	_____ it under here.	gave, put, walk
3.	Do you _____ them?	know, then, may
4.	_____ went with him.	them, they, were
5.	I _____ it to her.	made, gave, let

S 6.1.3

Dolch word list F

1. _____ it always take this long? tell, there, does
2. It could be _____ us. our, ask, about
3. Do you want to eat _____? always, again, about
4. Would you say what you _____? take, would, want
5. Tell me what your _____ is. first, wish, any

Dolch word list G

1. Their work is _____ done. never, small, very
2. Bring it _____ here. before, only, over
3. _____ one of these is brown? every, which, must
4. _____ it before you pull. open, sit, think
5. Those are _____ small. much, every, very

Dolch word list H

1. Today is very _____. fall, hot, well
2. I want to _____ it by myself. read, keep, please
3. _____ would you take so long? try, please, why
4. _____ your own drink. write, buy, read
5. Why _____ it again? use, own, often

Dolch word list I

1. We can _____ together. light, start, warm
2. Be _____ to them. hurt, right, kind
3. Does it _____? better, both, hurt
4. When does he go to _____? cut, laugh, sleep
5. _____ of us can sing. both, together, best

7.1.1	7.1.1a	8.1.1a	9.1.1a
	7.1.1b	8.1.1b	9.1.1b

Given selected basal and content area vocabulary, the student will (a) read word orally with 90% accuracy, (b) Match words with meanings with 80% accuracy.

Strategies

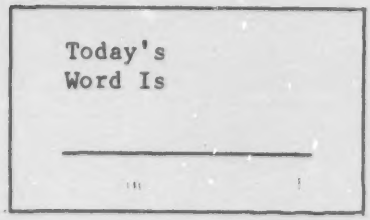
1. A TEACHING BULLETIN BOARD

Caption: Help Your Vocabulary Grow

Print on banner strips:

Brainstorm for synonyms
Use the word in a story
Use the word in a poem
Check the phonetic spelling
What does the word mean?
Use the words 10 times when speaking

In the center of the bulletin board provide space for a word:



Arrange strips at random on the board. Scatter words on cards around on the board.

Place calendar so words on the calendar days can be read easily by students.

Materials

Bulletin board.

Long strips of colored construction paper to use as banners

Word cards

Calendar for bulletin board with space to write in words or place word cards.

Calendar with space for words for each student.

Individual calendars

7.1.1	7.1.1a	8.1.1a	9.1.1a
	7.1.1b	8.1.1b	9.1.1b

USES:

a) Introduce the word for the day. Word may be chosen (from those on the board) by the teacher or by a student or group of students. Discuss the pronunciation and meaning in various ways as suggested by the banners on the board. Choose a student to write the word or place the word card on the calendar on the appropriate day. Provide time for students to write the word on the proper day on their individual calendars.

b) Students may choose some of the activities on the strips (such as finding and listing synonyms or antonyms, using the words in a sentence, story or poem) as independent activities.

c) To keep words in the speaking and hearing vocabularies of students, use individual calendars for group instruction by having students read the words from their calendars to do the following. For example:

   1) Give me a synonym for last Wednesday's word.

   2) Use the March 13th word in a sentence.

   3) Find three words in February that have the same vowel sound.

6.1.3 7.1.1a 7.1.1b Cont.
8.1.1a 8.1.1b
9.1.1a 9.1.1b

BASAL - CONTENT VOCABULARY MEANING

Strategies

2. PLAY HOPSCOTCH

a) Each student writes the vocabulary words in the boxes on his paper in any order - one word to a box. Encourage random order so that each student's paper will be different.

b) Teacher reads the definitions one at a time. Student starts at bottom of the paper and waits until teacher reads the definition for the first word. When the word is read the student covers it up and waits for the next one. On a line with two words, the student covers up whichever word definition is read by the teacher. First one to the top of his board wins.

3. PLAY BINGO

a) Each student writes the vocabulary words on his paper in any order, one word to a box. Encourage random order so that each student's board will be different.

b) Teacher reads the definitions one at a time. Student covers up the word. First one with 5 in a row wins!

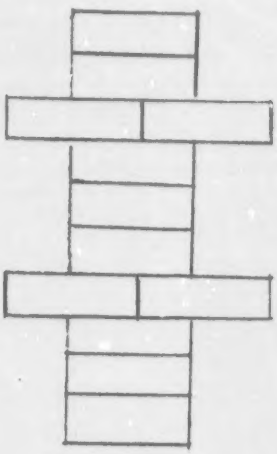
Materials

Duplicator master of Hopscotch board.

12 covers for each child.

Set of vocabulary cards - from any vocabulary that needs to be practiced.

Set of definitions of vocabulary cards.



Duplicator master of Bingo board.

Cont.

6.1.3 7.1.1a 7.1.1b Cont.
8.1.1a 8.1.1b
9.1.1a 9.1.1b

BASAL - CONTENT VOCABULARY MEANING

Strategies

4. EXTENSION OF CLOZE

   a) Choose from a list of vocabulary words to be introduced for a story, words students may be able to define from the context.

   b) Show a word to the class, determine its pronunciation and then have them determine its meaning, using the context for clues.

      example: cudgel

      "And taking a heavy cudgel, he went to the forest where the Dragon lived."[1]

5. Have students dramatize word meanings. Select words from units in the basal reader. Allow students to work in small groups to plan and present short skits which develop the meanings.

6. Provide students with comic strips with key vocabulary words underlined. Have students do the following activities:

   a) Read the comic strip
   b) Locate the underlined word and write it on paper.

Materials

Bingo Cont.

vocabulary cards from a story in the basal reader or any vocabulary that needs to be practiced

definition cards for each vocabulary card

Bingo cards may be laminated and used with grease pencils.

covers

Extension of Cloze

Vocabulary Words

Student Texts

Dictionary

Variety of comic strips with key words underlined

Word Theater, Barnell Loft

Conquests in Reading, McGraw-Hill

Vocabulary Development, Red and Gold Levels, Macmillan Company

1. From: Theodore Clymer and Roselmina Indrisano, A Lizard to Start With, Ginn and Co., 1976, p. 286.

6.1.3	7.1.1a	7.1.1b	Cont.
.	8.1.1a	8.1.1b	
	9.1.1a	9.1.1b	

BASAL - CONTENT VOCABULARY MEANING

Strategies	Materials
c) Indicate the phonetic spelling and write the definition which is appropriate for the use of the word in the comic strip. d) Use the word in two sentences. e) Share and discuss meanings and sentences with others in the group.	

7.1.1	7.1.1a	7.1.1b
	8.1.1a	8.1.1b
	9.1.1a	9.1.1b

Vocabulary and Meaning

Strategies

7. PLAY - MULTI-CONFORMITY

This game board may be used to teach several different types of skills by varying the sets of playing cards (eg. prefixes, suffixes, roots, homonyms, synonyms, antonyms, categories, etc.).

Illustrate the game board as shown on the following page. Each yellow and white square should have a small circle with a number 2, 3, 4, or 5 printed inside. Also, draw in the dividing lines from corner to corner. On the yellow cards, put the words or affixes being studied. On the white cards, print the definitions.

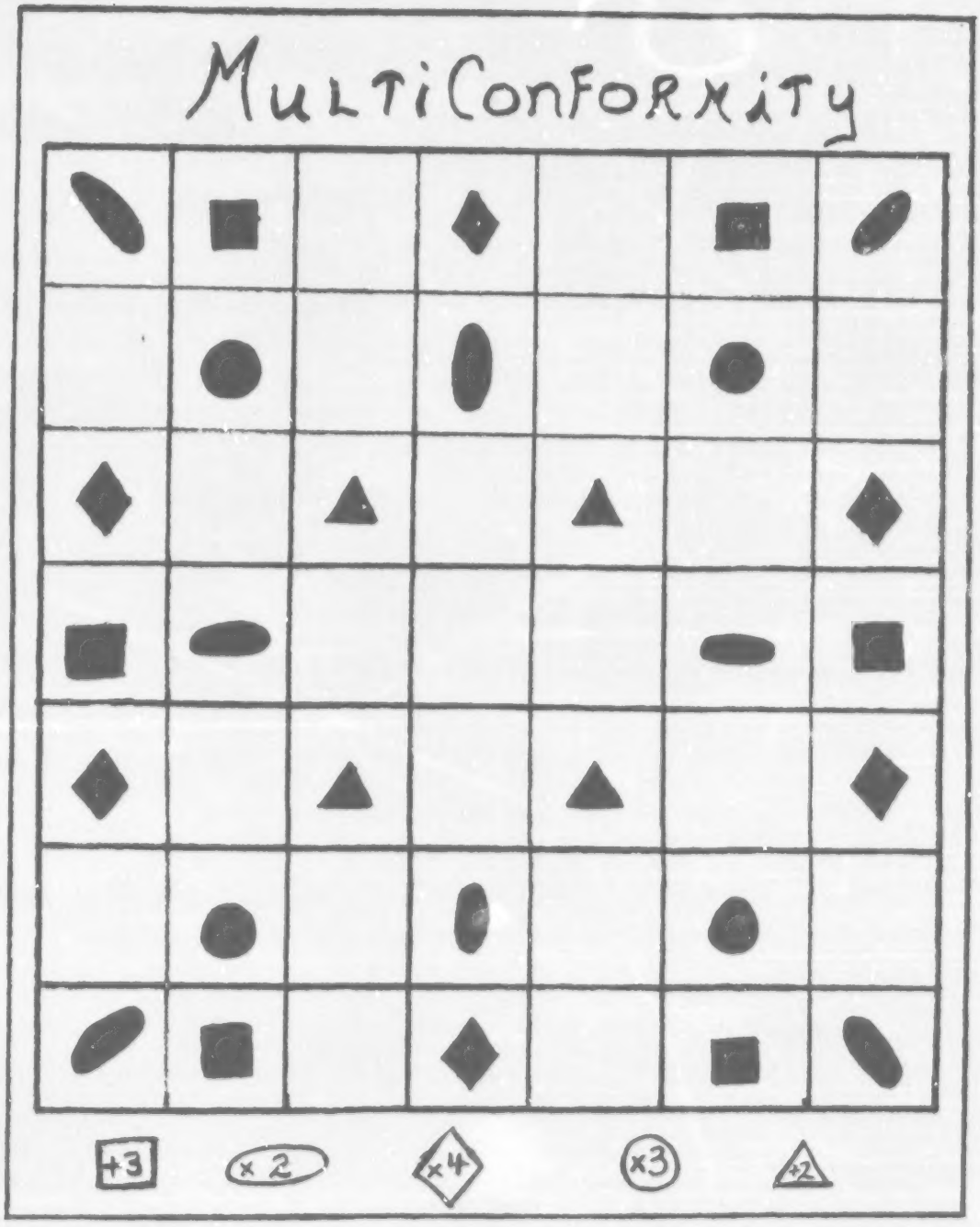
Shuffle the cards and deal them to four players. In turn each places a card on the board always building by attaching to a card already on the board. The object is to match words with meanings. If a card is placed on a blank square, the player scores the number of points in the circle of the card played. If he places a card over one of the "forms," he adds or multiplies his card score as indicated on the lower portion of the board. (eg. if he places the card with 3 in the circle over the oval, he multiplies 3 x 2 + 6.) A score is kept and the child with the greatest number of points wins. You can provide a self-checking device by giving the players a sheet indicating corresponding pairs (eg. peri- around).

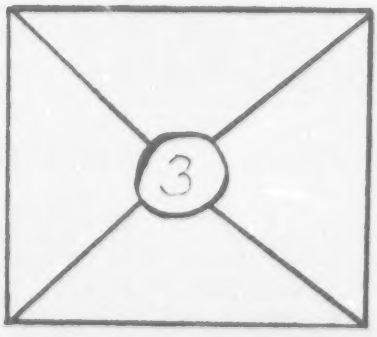
Materials

22 x 28" poster board
15 - 2½" yellow squares (poster board)
15 - 2½" white squares

From: Joy L. Keith, Comprehension Joy, Reading Joy, INC., 1976, pp. 105-06.

MULTICONFORMITY





7.1.1a, 8.1.1a, 9.1.1a

IDIOMS

Strategies	Materials
8. Display simple drawings such as: a man with a long neck a person with a small hat Let students suggest idioms that could go with each illustration. For example: "sticking your neck out" "head's too big for his hat" Ask students to brainstorm and list as many idioms as possible. These can be illustrated and displayed.	cameras Where the Sidewalk Ends, Shel Silverstein
9. Let each student choose an idiom, plan a four-step sequence, and take photographs to illustrate each step. Make a bulletin board so students can match idioms to picture sequences.	

7.1.1, 8.1.1

The learner will identify through context definitions of words having multiple meanings.

Strategies

10. Many Meanings Game

To help the student understand the concept of multiple meanings, select words for which some meanings are already in the student's understanding vocabulary.

(Examples of such words along with sentences and definitions follow this page.)

Write and number as many sentences as there are meanings for the word on a sheet of oaktag.

On inch-wide strips of oaktag write a definition for the words as used in the sentence.

TO PLAY THE GAME:

Place strips face down on the table. Place card with sentences so it can be read by all the students, one at a time, pick up a strip, read the definition, identify the number and then read the sentence in which the word is used as defined on the strip.

If the correct sentence is chosen, the student keeps the strip; if the wrong sentence is chosen, the definition strip is returned face down to the table.

Materials

1 - 8½ x 11 or larger sheet of oaktag.

1" wide strips of oaktag.

WORD: back

SENTENCES:

1. John turned his back on the boys who were picking on the younger kid.
2. He has been flat on his back since the accident.
3. It will be difficult for them to win when two of their best backs are out for the season.
4. Her mother went to get more material because she didn't have enough to cut out the back.
5. When I told him to "back off" he could see that I was angry.
6. Most people don't like to have things they should know about done behind their backs.
7. A great number of people get back injuries in automobile accidents.
8. Many people like to get out of the city and go to the back country for a vacation.
9. If they get it together I would be willing to back those kids in whatever they decide to do.
10. The students seemed happy to be back from vacation.

Definitions:

a) to return

b) the part of a garment covering the back

c) to go away; withdraw

d) distant, remote place

e) a player in a position behind the line

f) secretly

g) to leave; to abandon

h) to support; to bet on

i) the spine

j) the part of the body nearest the spine

SENTENCES:

NUT, NUT, NUTS

1. That math problem is a hard nut to crack.
2. She dropped her violin and broke the nut.
3. They went to the hardware store to buy some nuts and bolts.
4. You're a nut, you clown.
5. We are going to the woods to gather nuts.

Definitions:

a) someone who acts silly, but you like the person anyway.

b) a dry fruit or seed having a separate rind or shell; kernel.

c) the ridge or upper end of the finger board over which the strings pass in a stringed instrument.

d) something hard to do - - like cracking a nut.

e) a perforated block of metal (or sometimes plastic) used for tightening or holding something.

SENTENCES:

WHAT'S IN A BAG?

1. She carried her lunch to school in a brown paper bag.
2. The children pooled their money to buy their mother a new bag for her birthday.
3. After the fourth touchdown the fans felt sure the game was in the bag.
4. If we are to catch the 4:00 o'clock flight to Denver, we must get our bags packed in the next half-hour.
5. The umpire ruled the runner out because both his feet were off the bag.
6. I won't buy that suit because I don't like the way it bags in the back.
7. They expected to bag enough pheasants so that everyone could have some for dinner.
8. If you go with him and get in trouble, be sure he doesn't leave you holding the bag.

Definitions:

a) a suitcase

b) for sure, for certain

c) a sack or a pouch

d) a woman's purse

e) to be left to take the blame

f) a base

g) to capture or kill

h) a bulging or baggy part in clothing

WORD: float

SENTENCES:

1. When I caught my fishing line in that clump of weeds I lost my float.

2. If you do not keep a firm grip on the string your kite will float away.

3. After we finish cleaning up the yard my father will take us to the ice-cream store for a root beer float.

4. I really like my new shoes; when I run I feel like I can float through the air.

5. The boys and girls in that club washed cars for three Saturdays to earn money to buy materials to make their float for the parade.

6. My model sailboat is finally finished and now I will take it to the pond to see if it will float.

7. When we go swimming tomorrow I will swim out to the float and then race you back.

8. John does not seem to have one or two best friends; he floats from one group to another.

Definitions:

a) a piece of cork attached to a fishing line.

b) to rest at or near the surface of a liquid.

c) to be carried along in the air.

d) to move lightly or effortlessly.

e) an anchored raft

f) a soda or milkshake with a ball of ice cream in it.

g) a decorated vehicle in a parade.

h) to go about from one person or place to another.

SENTENCES:

1. Muhammed Ali gave George Foreman a right to the jaw.
2. Write your name in the upper right corner of the paper.
3. You may leave for school right after breakfast.
4. Turn the shirt right side out before you put it on.
5. The big black limousine made a right when it got to Maple Street.
6. The wastebasket was right beside him.
7. What is the right answer?
8. He walked right by my desk and out the door.

Definitions:

a) outward side

b) immediately

c) truth

d) the opposite of left

e) a turn to the right

f) exactly

g) a right-handed blow

h) in a straight line

SENTENCES:

1. The girl had on a beautiful diamond ring.
2. Muhammad and George danced around the ring not wanting to throw the first punch.
3. The ring of thieves was stealing cars and selling them out of state.
4. You may not leave until you hear the bell ring.
5. You'll have to ring your mother and ask for her permission.
6. The elephants paraded around the ring with pretty girls riding on their backs.
7. The children held hands and formed a ring before the music started.

Definitions:

a) a rectangular area for boxing

b) a band worn on a finger

c) to telephone

d) a circular area for contests or exhibits

e) the sound of a bell

f) a circle

g) a group of persons acting illegally

SENTENCES:

1. Because no one had seen what had happened, we decided it would be fair to start the game over.
2. Her fair hair glistened in the sun.
3. The weather forecast is for fair weather through Thursday.
4. The umpire ruled that the ball was fair.
5. The fair maiden was helped into the carriage by the handsome prince.
6. We especially enjoy walking through all the animal barns when we're at the fair.
7. I won't go see that movie again because it was only fair.

Definitions:

a) light in color

b) beautiful

c) clear and sunny

d) within the foul lines

e) neither bad nor good; average

f) with consideration for everyone

g) a display of farm and home products

8.1.3

The learner will classify words. Given 24 words and 4 classifications, the learner will select the classification for each word.

Strategies

1. Give the student a list of nouns: The student is to decide what the words have in common and write one word as a major topic.

Example: _____ (sounds)

a) echo
b) buzz
c) music
d) meow
e) scream

2. Give the students a set of word cards to sort into two categories and ask them to supply category headings for each group (Suggested groups of words on the following page)

Example:

raspberry, cranberry, turnip
tomato, strawberry, eggplant

Vegetables	Fruit
turnip	raspberry
tomato	cranberry
eggplant	strawberry

Materials

List of words on the following page for Strategy 1.

Set of cards for Strategy 2.

8.1.3

Words for Strategy 1

Washington	igloo
Lincoln	wigwam
Grant	castle
Roosevelt	skyscraper
Ford	lean-to
Carter	church

United States	doctor
England	lawyer
China	teacher
France	mechanic
Germany	pharmacist
Brazil	minister

square	Paul Newman
rectangle	John Wayne
trapezoid	Dustin Hoffman
circle	Robert Redford
triangle	Clark Gable
hexagon	Alan Alda

8.1.3

ADDITIONAL LISTS FOR Strategy 2.

crimson	shriek	cornet	rain
lavender	scream	trumpet	snow
pink	shout	flute	hail
gold	yell	clarinet	sleet
beige	holler	trombone	

needle	ointment	hundred	excitement
thread	tablets	million	anger
thimble	pills	forty	sorrow
scissors	tonic	thousand	surprise
pins	lozenges	eighteen	worried

Strategies

3. PLAY FACTS IN FIVE

Play individually in pairs, small or total group. Choose a category or topic for each column and label. Randomly choose an alphabet letter for each row and label it. Allow 2-3 minutes and fill in each square with a word that belongs to Column Category and begins with letter of that row. Count one point for each correct answer. Another method is to square the number of correct answers for each column and each row. Total the number of points.

Materials

Grid - prepare on overhead transparency or use masking tape on chalkboard

Kitchen timer or stop watch

Colors	Cities	Authors	Verbs	Animals	
red			run	rabbit	9
lime		Lawson	leap	lion	16
	Kansas City			Koala	4
			act	ape	4
crimson		Cleary	climb	cat	16
9	1	4	16	25	

55 | 49 | 104 Total

Reading Activities for Child Involvement, Evelyn B. Spache, Allyn and Bacon, Boston, 1973

Learning Activities for Reading Selma Herr, Wm. C. Brown Co. Pub., Dubuque, Iowa 1970

Word Analysis Practice
Intermediate Series Level A
Level B
Harcourt,Brace,Jovanovich, Inc.

8.1.3

CLASSIFICATION

Strategies

4. Divide students into groups of 2-3. Give each group a card with three words and ask them to supply a fourth word that is related to all three.

For example:

cookies sixteen heart

The answer in this case is "sweet." Cookies are sweet; sweet is part of the phrase "sweet sixteen" and part of the word "sweetheart."

Students may use references to help determine the relationship among these words.

Allow 3-5 minutes for each set of words.

Materials

timer
dictionaries
thesaurus

8.1.3

1.	eye	whip	back	-	lash
2.	chicken	tie	turtle	-	neck
3.	tennis	kitchen	multiplication	-	table
4.	map	street	rail	-	road
5.	walk	blue	high	-	sky
6.	ferris	steering	big	-	wheel
7.	golf	tote	pipes	-	bag
8.	toupee	do	spray	-	hair
9.	engine	board	water	-	running
10.	wish	skeleton	dog	-	bone
11.	hair	profit	catch	-	net
12.	bulldozer	walk	nap	-	cat

9.1.2

ANALOGIES

Strategies

1. Use rebus sentences to illustrate analogies. Display sets of pictures and ask students to match pictures to show a logical relationship. Pictures used could be keyed to student's interests or be related to basal reader vocabulary.

Examples:

a. mother animal and baby animal.
b. professional athletes and their equipment.
c. objects and their containers.
d. clothes and weather.
e. shapes and objects.

As students match pictures ask them to supply sentences to go with the pictures.

Example:

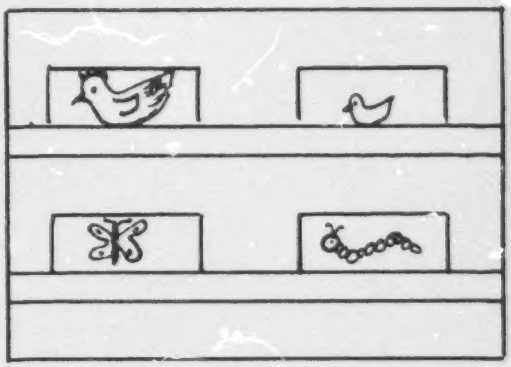
A dog has a pup.
A hen has a chick.

Materials

Pocket Chart

Set of Picture Cards

Peabody Kit, American Guidance Service, Inc.
Refer to basal readers for word to use in constructing analogies



Engelman, Preventing Failure in the Primary Grades, SRA, Chicago, Ill., 1970.

9.1.2

ANALOGIES

Strategies

2. Show students pairs of pictures and discuss likenesses and differences. Teacher will note these by category on the chart (see diagram). Teacher will write two short sentences for each category on the chalkboard.

Example:

A dog has fur.
A fish has _____.

Have students supply the missing analogy. After sharing several examples such as these, demonstrate that the sentence structure can be turned around and still represent the same relationship.

Example: Feet are to a dog as _____ are to a fish.
(fins)

Continue by asking the students to restructure the sentence formed previously.

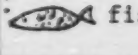
3. Introduce analogies using a number line and/or an alphabet strip. Example: Present two elements such as 2,3. Have students describe these elements and their relationships, such as they are both numbers, one comes after the other. From this knowledge develop the analogy:

2 is to 3 as 4 is to 5

After practice with similar examples give the students a rule and let them make up the analogy.

Example: 2:4 :: 3:5, B:A :: C:B

Materials

	dog	 fish
Where do they live?	doghouse w/man	lake stream
What do they eat?	bones	algae
How do they move?	feet	fins
What is their protective covering?	hair	scales

Recognizing Word Relationships - BASIC by Richard A. Boning, 1975 by Dexter and Westbrook, Ltd.

Number Line

Alphabet Strip

Chalk Board

9.1.2

ANALOGIES

Strategies

When they have mastered this activity let them make up their own rules and develop the analogy.

4. Collect pictures and information concerning atheletes and their various sports. Organize the information on a bulletin board or in a scrapbook (see diagram). Use pictures to form a collage at the top of the bulletin board or on the opposite page of each scrapbook entry. Ask students to categorize information by:

a. Sport
b. Athletes
c. Equipment
d. Terminology
e. Clothing
f. Play area
g. Positions, etc.

Write sentences that set up relationships among the information collected. Ask students to supply the missing analogies. For example:

A punt is to football as a lob is to _____.

Offer the students several analogy formats:

a. Part - Whole

Ball is to tennis as an arrow is to _____.
(archery)

Materials

BULLETIN BOARD

- Sports Collage -

Sport	Athletes	Equipment	terms	Clothes
Foot-ball	Namath Simpson	helmet	punt	jersey
Boxing	Ali Foreman	gloves	hook k.o.	shorts

SCRAP BOOK PAGE

TENNIS

Athletes	Equip	Terms	Clothes	Play Area	Position
Conners Evert Villas King wade	Racket net balls	love set back-hand lob	shorts Skirts Tennis shoes	court	server receive

9.1.2

ANALOGIES

Strategies

b. Whole - Part

Tennis is to Jimmy Conners as football is to _____ (Joe Namath).

c. Action

Golf is to putting as baseball is to _____ (batting).

Encourage students to make analogies for each other. They can refer to the bulletin board, scrap book or other reference materials to find their answers.

5. List the characters & their traits from familiar fairy tales. Develop analogies with these traits. For Example:

Story	Characters	Traits
Cinderella	Cinderalla	beautiful
	Stepmother	mean
	Fairy godmother	kind
Snow White	Snow White	beautiful
	queen	mean
	prince	kind

Analogies can be formed from within a story. For example:

Kind is to the fairy godmother, as mean is to the _____ (stepmother).

Materials

9.1.2

ANALOGIES

Strategies

Also, analogies can be drawn from the comparison of two stories. For example:

> The queen is to Snow White, as the stepmother is to _____.
> (Cinderella)

For intermediate students refer to familiar stories such as Tom Sawyer and Charlotte's Web. Have the students categorize the various parts of the story and create analogies. For example:

Story	Characters	Traits	Setting
Tom Sawyer	Tom Becky Injun Joe Huckleberry Finn Aunt Polly Judge Thatcher	mischievious flirtatious dangerous adventure-some protective	
Charlotte's Web	Fern Charlotte Wilbur Templeton		

Materials

9.1.2

ANALOGIES

Strategies

6. ANALOGY MATCH

Divide into sets of partners. Each team receives a slip of paper with the name of a T.V. show on it. For example:

Partner #1	Partner #2
Bonanza	Happy Days

The first partner names a character from his/her show. The second partner responds with a character from his own show that is analogous to the clue given. For example:

Partner #1	Partner #2
Little Joe	Richie

The second partner then names a character and his/her partner responds with an anologous character. Set a time limit 2-3 minutes per team. Each team receives a point for each correct analogy. The opposing team may challenge unclear analogies and receive a point for each one proven incorrect. Settings, props, etc. can be compared.

This can be played with book titles, movies, sports, etc. (see following page).

Materials

Kitchen timer

9.1.2

ANALOGIES

T.V. Shows

LaVerne & Shirley/Chips

Wild Kingdom/Muppets

60 Minutes/Saturday Night Live

Book Titles

A Taste of Blackberries/Where the Red Fern Grows

Robinson Crusoe/Swiss Family Robinson

Black Beauty/101 Dalmations

Movie Titles

Star Wars/Encounters of the Third Kind

Rocky/The Champ

9.1.3

CLASSIFY PHRASES

Strategies

1. Have students construct a sentence which contains information that answers the questions who, what, where, when, why and how, and draw a picture to illustrate it. Below the picture in a list write who, what, when, where, why and how with a 'blank' next to each. Laminate the page. Put the pages together to form a book. Other students may write in the part of the sentence that answers each question word.

Example:

The sun was shining brightly in Des Moines all day yesterday because it is spring.

Who or What Thing? The sun

What Happened? was shining

Where? in Des Moines

When? all day yesterday

Why? because it is spring

How? brightly

Materials

WORD ANALYSIS

S 2.1.1, 2.1.1a, S 2.2.2, 2.2.2a, 2.2.2b, 2.2.2c

ALPHABET, SOUND/SYMBOL CONSONANTS, VOWELS

Strategies

1. Teach the names of the letters that are the most meaningful to the student.

Example:

Letters in the student's name, teacher's name, relative's names.

2. Have students find, underline, or match specific letters from experience stories.

Example:

"Find all the b's in the story. Put a line under them."

"Find all the capital and small t's in the story. Put an X on them."

"Find all the vowels in the first line."

"Find all the consonants in the last sentence."

3. Arrange with the classroom teacher to have students select a sentence from an experience story to copy. Use this sentence instead of the regular handwriting lesson. The teacher should provide a good model of handwriting when writing the sentences in the story.

4. Provide an individual alphabet chart for each student's desk to serve as a model when writing.

Materials

S.R.A. Word Games

See Language Experience Technique in Comprehension section.

Ginn Word Enrichment, Level 2

Lippincott, Super Books I

Benziger Readers, pp.

Modern Curriculum Press

Educator's Publishing, Set I

Talking Alphabet I, Scott Foresman

Professional Books

Auditory Training, Eden, Kathleen; Green, Jean S.; Hansen, Janice,

ALPHABET, SOUND/SYMBOL CONSONANTS, VOWELS.

Strategies

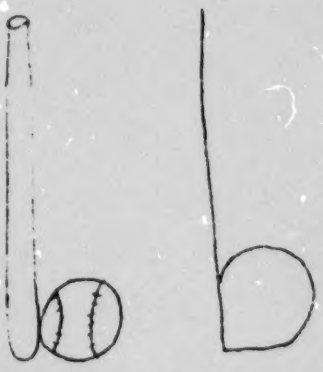
5. For students having difficulty discriminating b, d, p, w, & m, n & u, use a tactile model for tracing.

Cut two letters each of b, d, p, u, n, m, and w from styrofoam. Glue velvet, sandpaper, or felt on the upper side of one of the letters. These letters should be about 2½ to 3 inches tall. If the student is unable to name the letter without visual clues, place the specific letter in the student's hand and let him/her trace it with the finger of his/her writing hand. The teacher and student name the letter as the letter is traced. Then have the student hold the letter in the non-writing hand and trace it with eyes shut or by holding it under the table so it cannot be seen.

6. To help students discriminate between b & d, explain that bat and ball both have the sound /b/ as their beginning sound. The student is told to remember that the ball when batted goes across the page like s/he reads, i.e. left to right, s/he will be able to discriminate a "b" from a "d."

7. Provide students with a simple bookmark and line marker to be used while reading. It can be used as a line marker and an aid in discrimination. The figures and letters should be placed in the middle or the ends of the marker.

Materials



Bookmark:

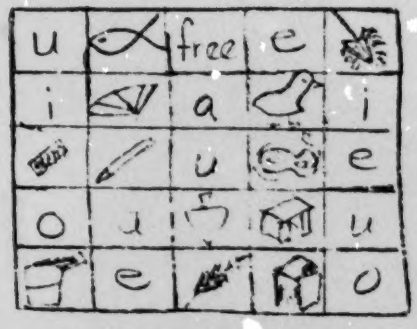
S 2.2.2, S 3.2.2, S 3.2.3, 5.2.3a Cont.

Strategies

8. Play "Concentration" to reinforce beginning consonant sounds, short vowels and/or upper and lower case letters

Prepare gameboard similar to the one illustrated:

CONCENTRATION



Pattern available in the Title I Office.

9. Give each student four pictures and ask him/her to write the word that each picture represents.

Materials

Poster board

Markers

Small pictures to illustrate words

Square pieces numbered 1-25 to cover squares on gameboard.

Pictures to illustrate words spelled in the CVC or CVC e pattern

Ginn Word Enrichment, Levels 3 & 4

2.1.1

The learner will recall and write the upper and lower case symbol for each letter of the alphabet.

Strategies

10. PLAY - LEAP FROG

a) Place cards face down in a pile. Each student selects one.

b) Frog card is placed on lily pad with corresponding lower case letter.

c) One point is received for each correct match. Student with most points wins.

Materials

26 2"x2" tag board frogs with capital letters on them.

Game board with 26 2"x2" lily pads with lower case letters.

2.2.1a, S 2.2.2, 2.2.2a, 2.2.2b, 2.2.2c, S 3.2.2, S 3.2.3, S 4.2.1

Introduction and reinforcement of sound symbol relationships and blending

Strategies

1. To teach students how to blend sounds into words use the procedures on the following pages.

Materials

Phonetic Drill cards or set of letter cards

Professional Books
Engelmann, Siegfried
Preventing Failure in the Primary Grades,
Science Research Associates, 1967

1. Use the letters a, i, m, f, r, n, s, r and t, p. The sounds spelled by a, i, m, f, r, n, and s are continuous sounds or sounds which can be held indefinitely. The sounds spelled by t and p are sounds which cannot be held until the next sound is produced. These two sounds are included here to be used at the end of words.

When the student knows one vowel and several consonant sounds the following exercise may be started.

Stage I

a. Teacher writes or places the letter a on the blackboard, chart tablet, flannel board, magnetic board, or pocket chart.

b. Teacher points to letter a and produces the /a/ sound.

c. While continuing to hold the /a/ sound the teacher writes or places the letter m next to the a. While still holding the /a/ sound, teacher makes (sings) the /m/ sound.

d. Teacher asks student, "What word did I sing(say)?" If student is unable to hear the word repeat the procedure until student is able to hear the word.

e. Teacher asks student to sing the sounds in sequence.

f. Teacher uses the word in a sentence and asks student to repeat the sentence.

g. Following the same procedure use the letter combinations at, in, if, an. Continue to model the procedure whenever the student has trouble.

h. When the student(s) has mastered the two-letter words, move to three letter combinations. Continue to add the following new letter sounds as rapidly as the student (or group) can handle them: l, z, w, h, e, o, y, b, d, c, g, k, x, qu. Follow the same procedure used to teach two-letter sound blending.

1) Teacher writes letter m on the blackboard and begins singing the/m/sound. Without stopping write a next to the m and begin singing the /a/ sound. While holding this sound write the letter t next to the a and say the /t/ sound. Remember that /t/ is a stop sound, thus it cannot be held. Use stop sounds only at the end of words for now.

Words to be used at this point are:

at	mat	man	map	sip
am	fat	nap	nip	rip
in	sat	fan	fit	rap
an	rat	Sam	sit	
it		ran		

2) Use this technique 15 minutes per day. By the end of three weeks, most or all students should be able to blend sounds into words. As soon as students are able to blend sounds into words have the words read in sentences and stories.

Stage II

To introduce blending of words which begin with the stop sounds spelled by the letters b, d, c, g, k and h (/h/ is included in this group because it is a hard-to-blend sound), stress that the first two sounds "stick" together. Prepare cards with the consonant and vowel only.

Example:					
	hi	bl	co	go	ko
	hu	ba	cu	ga	ku
	ho	bo	ca	gu	ki
	ha	bu			

a. Teacher says, "h spells /h/. The letter i spells /i/. Put them together fast, hi."

b. Teacher continues with each group of stop sound combinations.

c. Teacher then adds a final consonant to each two-letter combination to be blended into a word.

2.2.1a, S 2.2.2, 2.2.2a, 2.2.2b, 2.2.2c, S 3.2.2, S 3.2.3, S 4.2.1

Introduction and reinforcement of sound/symbol relationships and blending.

Strategies

2. To introduce any sound you want to teach, use the following procedure.

a. Tell the students the letter b spells the sound heard at the beginning of the word box.

b. Have students dictate as many words as possible that begin with, end with or contain the particular sound being introduced. Keep the list on a permanent sheet so that students may add to the list.

1. Have students match or think of as many synonyms, homonyms and antonyms as they can using the list obtained from the student in step b.

2. Have students dictate a group story using as many of the words from the list as possible.

c. These activities can be adapted to reinforce any sound at higher levels.

For Example:

Dictate lists of words containing specified sound. Student writes word, has it checked and makes necessary corrections.

Materials

BRS, Satellite Kit, SRA
Storybooks, Sets 1-5
Educators Publishing Services

Merrill Linguistic Readers
Books 1-6

Benziger
Frog Fun
Tuggy
Pepper
Risky Trip
Six in a Mix
It Happens on a Ranch
Sea of Magic Ink

Bookshop A,B,C, D.C. Heath
Super Book Kit I, II, III
Lippincott

Storybooks, Modern Curriculum Press
Word Games, SRA

Ginn Word Enrichment, Levels 1-6
Ginn

Appreciate Your Country Series,
Leswing Press

Macmillan Reading Spectrum
Word Analysis, Red Level

Phonetic Drill Cards

Professional Books
Engelmann, Seigfried, Preventing Failure in the Primary Grades
SRA, 1967

2.2.1a, S 2.2.2, 2.2.2a, 2.2.2b, 2.2.2c, S 3.2.2, S 3.2.3, S 4.2.1

Introduction and reinforcement of sound/symbol relationships and blending.

Strategies

For example: hound
loud
trout

\- - -
\- - -

During the same time period, dictate sentences using some of the same words.

For example:

The fox hounds are out on the hunt.

If student writes a sentence perfectly in every way, mark it with a *. After it is corrected, mark it OK. Try to increase number of stars per day.

d. The best way to reinforce the sounds is by having the student read material which contains a multitude of the sounds you are working on.

Materials

S 3.2.1, S 4.2.2

RHYMING

Strategies

1. Do these activities in sequence.

   a. Using three-syllable words, repeat a rhyming series several times breaking down each word into syllables. Have students repeat each word with you. Use student's name if possible.

      Example: Mar i anne
      Tar i anne
      Sar i anne
      Lar i anne

   b. Using two-syllable words, give the students an example such as cat tle, saying the word in syllables. Say the first syllable of a rhyming word such as bat tle and have the students complete the word. Use two and three syllable words.

      Example: cat tle
      rat ____
      bat ____
      fat ____
      mat ____

   c. Using one-syllable words, say only the first sound of the word and let the students finish the word.

      Example: mat
      s___
      f___
      r___

Materials

Poetry books

Refer to strategies for L 26

Professional Books:
Auditory Training, Eden, Kathleen, Green, Jean S.; Hansen, Janice, pp. 60-61

S 3.2.1, S 4.2.2

RHYMING

Strategies

2. Read nursery rhymes and poetry to students. Have students orally fill in the last word of a line of poetry making it rhyme with the last word of the previous line.

Example: Jack and Jill

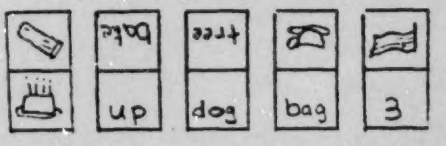
Went up the _____.

3. Make word or word-picture cards like dominoes. Spread the dominoes face down. Each player takes 5 dominoes. The remaining dominoes are left in the center of the table. The first player lays one card face up. The second player adds one domino if he/she can rhyme one of his/her cards with one of the words on the first domino. The player then reads the two rhyming words. If s/he cannot match a card, s/he draws from the center pile until s/he can play. The first player to use all of his cards wins.

Materials

40-50 domino cards

Sample dominoes:



S 3.2.2, S 3.2.3, S 4.2.1

INITIAL AND FINAL CONSONANTS

Strategies

5. PLAY CONSONANT SOUNDS REVIEW.

Directions to student

1. Remove picture cards from the envelope on the back of the board.

2. Say the name of each picture.

3. Place each card on the square that corresponds to the letters that symbolize the beginning sound on the left and final sound on the top.

   (See attached sheet for list of words and the letters across and down for each of seven boards.)

Materials

Board P. 178

List of words -

Pictures of words -

Available at the Curriculum Service Center

S 3.2.2, S 3.2.3, S 4.2.1

INITIAL AND FINAL CONSONANTS

List of words and the letters across and down for each of seven boards.

☐ _c _m _s	Lesson 1
j__	jack
m__	jam
c__	juice
s__	mask
	mom
	nice
	cake
	comb
	cactus
	sock
	swim
	seeds or steps, sets

☐ _l _m _d	Lesson 2
d__	doll
l__	dime
w__	dad
h__	ladle
	lamb
	lid
	well
	worm
	wade
	heel
	ham
	head

☐ _t _l _n	Lesson 3
g__	gate
n__	girl
r__	gun
t__	nut
	nail
	nine
	root
	reel
	rain
	tent
	tail
	item

☐ _d _l _n	Lesson 4
y__	yard
b__	yell
f__	yarn
p__	bed
	ball
	barn
	food
	funnel
	fireman
	pad
	pool
	pen

☐ _n _t ☐		Lesson 5
v__	__s	valentine
s__	__l	vest
k__	__k	vase
__	__z	sun
		suit
		saddle
		kitten
		kits
		kick
		queen
		quilt
		quiz

☐ _g _x -r	Lesson 6
b__	bag
f__	box
m__	bear
w__	fig
	fix
	fire
	mug
	mix
	mirror
	wig
	wax
	water

cont.

S 3.2.2, S 3.2.3, S 4.2.1 Cont.

INITIAL AND FINAL CONSONANTS

☐ _b _k _p	Lesson 7
t__	tub
c__	tack
r__	top
s__	cab
	cook
	cup
	rob
	rake
	rope
	sub
	sick
	soap

CONSONANT SOUNDS REVIEW

Lesson: Consonant Sounds	____	____	____
____			
____			
____			
____			

S 5.2.1, S 6.2.1, 6.2.1a

ENDINGS AND SUFFIXES

Strategies

1. Write the word "like" and have students read it. Erase the final "e" and add "ing." Explain that the "e" is dropped when "ing" is added. Have students pronounce the word "liking." Ask the following questions.

a. What is the root word in liking?
b. How many vowel letters do you see in like?
c. What vowel sound do you hear?
d. Does dropping the final "e" before adding "ing" change the sound of the root word?

Repeat this procedure with other words which follow this spelling pattern.

2. Write the following sentences on the chalkboard:

a. The rabbit can hop.
The rabbit is _____ (hopping).
b. What do you hope to get?
What are you _____ (hoping) to get?

Have the students read the first sentence in each set aloud.

Have a student read the second sentence of set a and supply the correct form of "hop." Explain that a second "p" is added before the "ing." (Make a chart with the following information:

Chart - Cont.

Materials

Ginn Word Enrichment, Levels 2, 3, 4 and 5

Macmillan Reading Spectrum Word Analysis, Blue Level; Vocabulary Red and Orange Levels

Word Attack Joy, Joy L. Keith

SRA Word Games, 39-44

Chart - CVC + ing rule

S 5.2.1, S 6.2.1, 6.2.1a Cont.

ENDINGS AND SUFFIXES

Strategies

CVC + C + ending

Double the final consonant when:

1. one vowel followed by
2. one consonant
3. ending begins with vowel

Examples:

bat	batter
chop	chopping
shrug	shrugged

Ask another student to read the sentence in SET B and select a form of "hope" for the second sentence. Review the generalization for dropping the "final e" before adding suffixes.

Repeat this procedure with other CVC and CVCe words.

Using context sentences and word cards may be more effective with some students.

Materials

ENDINGS AND SUFFIXES

Strategies

3. PLAY - CABOOSE.

Choose base words the children can read.

EXAMPLE:

top	tops	topping
sail	sailed	sailing
crown	crowned	crowning

Deal four (4) cards to each player. If a player gets, for example,

top
makes
make
mat

he would ask the other players for "making." He would then have a book. If no one has "making," the player must draw from the pile.

OBJECT: to assemble as many sets (books) as possible.

Each player must show and read his books to the other players.

It is suggested that no more than four (4) children play with one set of 51 cards.

Materials

51 playing cards (17 sets of 3) (one word per card)

S 5.2.1, S 6.2.1, 6.2.1a Cont.

ENDINGS AND SUFFIXES

Strategies

4. Play caboose to reinforce word endings.

Cut 51 small cards. Arrange them into sets of three in the following manner:

frown	frowned	frowning
frown	frown	frown
frowned	frowned	frowned
frowning	frowning	frowning

Deal five cards to each player. The object is to get as many complete sets as possible. For example; if one player has the cards "frown" and "frowning" at the top, he might ask the other player for the word "frowned." If the second player does not have the card, first player must draw a card from the deck. The play continues to the next person.

5. Using correct context, use an oral exercise similar to test for L-25 in which children give an appropriate verb with the correct ending.

6. To reinforce using correct verb endings in context, have students use verbs in sentences.

For example, dictate the verb "jumping." Student writes a sentence using the verb. Have student read sentence orally and then make any necessary corrections. (Vary the

Materials

51 playing cards

S 5.2.1 Cont.

Strategies	Materials
explanation according to age level of the child; i.e. a 4th, 5th or 6th grader should learn to use -ed to show past tense, -s for third person singular, etc.).	

5.2.1a, 6.2.1b

CONTRACTIONS

Strategies

1. Write the word "don't" on the board and read it. Write the words do not and explain that the word don't means the same thing as the words do not. Also explain that an apostrophe is used to show that a letter has been omitted.

Write the following sentence: "We'll be late for school." Have students read the sentence. Ask what two words the contraction we'll stands for. Write we will above we'll to aid students in comparing the two ways of expressing the same idea.

2. With older students introduce contractions with a mathematical equation.

For example, give students the word we'll. They would write:

1. we'll = we + will - wi

2. They're = they + are - ☐

3. We'd = we + ☐ - ha

or

☐ + would - woul

3. "Tic-Tac-Toe" Place contraction or two-word form in each square. Have the student name the counterpart before he can place his mark in any square. Three in a row wins the game.

Materials

Ginn Word Enrichment, Level 4

Macmillan Reading Spectrum, Vocabulary Red Level

Professional Books
Rdg. Activities for Child Involvement, 1972 edition
E. Spache, p. 112, #209

Word Attack Joy, Joy Keith, p. 67

Learning Activities for Reading, Herr, p. 127

TIC-TAC-TOE game board
chalkboard discs

sample game board:

he'll	couldn't	you're
cannot	will not	it is
shouldn't	I'm	we'd

5.2.1a, 6.2.1b

CONTRACTIONS

Strategies

4. PLAY - CONTRACTIONS

a. Shuffle the deck of cards.

b. Place one card, face down, on each square.

c. Place the remaining cards, face down on the box marked "Word Cards."

d. The 1st player turns over ANY CARD on the board (The card remains "turned over.")

e. The next player turns over any card on the board.

f. If it is a match, the student makes the match, pronounces the contraction and its match and places the matched cards, face down, on the discard pile.

g. If it is not a match, the players continue in clockwise rotation.

h. When a match is made:

1. The player gets the total number of points shown under the two cards.

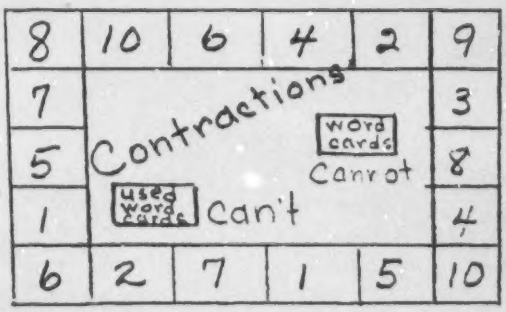
2. The player discards his matched cards on the discard pile.

Materials

Contractions

gameboard

18 or more contraction word cards.
18 equivalent word cards



WORD LISTS

can't	I'll	he'd
don't	they'll	she'd
aren't	we'll	we're
won't	he'll	they're
weren't	she'll	you're
haven't	you'll	
isn't	it's	
doesn't	that's	
couldn't	he's	
hasn't	here's	
wouldn't	she's	
shouldn't	there's	
didn't	who's	
hadn't	one's	
I've	what's	
we've	I'd	
they've	you'd	
you've	we'd	
	they'd	

Strategies	Materials
3. The player takes a card from the card pile and places it face down in each of the spaces made blank by the match. i. The player with the most points at the end of the game wins.	

S 6.2.2

The learner will identify the two-letter blends bl, br, cl, cr, dr, fl, fr, gl, gr, pl, sl, sn, sp, st, sw, and tr.

Strategies

1. PLAY - DOMINOES

How to play:

a) Deal dominoes to 2, 3, or 4 players.

b) Place one dominoe face up on the table.

c) Players say the name of the picture and the letters of the blend as they place corresponding cards next to cards on the table.

d) The object of the game is to play all one's dominoes. The first person to do so wins.

Materials

Small pictures of items beginning with consonant blends.

How to make the game:

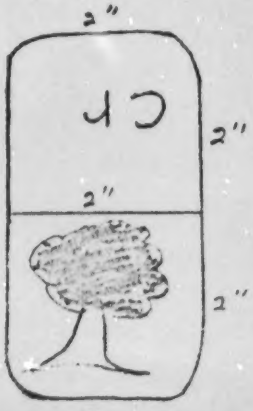
a) Rule off a 12"x18" piece of oaktag into 2"x4" rectangles.

b) Outline edges with marker.

c) Divide each rectangle into 2"x2" squares with a black marker.

d) On one half of each rectangle print a consonant blend which students need to practice; on the other half of the dominoe print or paste a picture of an object beginning with a blend. Be sure both letters and pictures face the center of the dominoe as shown: Do not match picture and blend on same dominoe.

e) Laminate or cover with contact paper and cut out 2"x4" dominoe



S 5.2.2, 5.2.2a, S 6.2.2, 6.2.2a, S 6.2.3, 6.2.3a, S 7.2.3

CONSONANT BLENDS, DIGRAPHS

Strategies

2. Pronounce a word and have the student write the first two letters, the last two letters or the first three letters the student hears in the word. (See attached list).

3. Give each student a sheet with CVC across the top. (See following page). Pronounce words containing single, two letter and three letter consonants in the initial and final positions. Have the student repeat each word and write it by placing the letters under the correct heading.

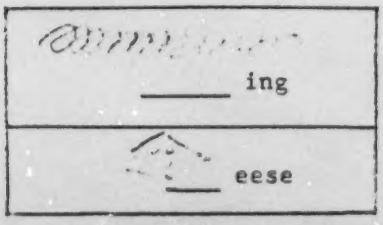
Examples:

C	V	C
c	a	t
sp	e	nd
spr	i	nt

4. Have the students read from the books and kits listed in the materials column of this page.

5. Have students make a book with pictures and incomplete words.

For example:



Materials

BRS Satellite Bus Box, SRA

Educator's Publishing, Set 1-5

Merrill Linguistic Readers

Benziger Readers

Lippincott - Super Books I, II, and III

Sullivan Readers

Word Games, SRA, 11-14, 27-48

Ginn Word Enrichment, Level 3

Macmillan Reading Spectrum, Word Analysis, Red Level, Green Level

D. C. Heath, Bookshcps A,B, and C

Speech to Print Phonics, Durrell

Houghton Mifflin, Key Lab

S 5.2.2, 5.2.2a, S 6.2.2, 6.2.2a, S 6.2.3, 6.2.3a, S 7.2.3 Cont.

CONSONANT BLENDS, DIGRAPHS

Strategies	Materials
Have pages laminated and bound at Curriculum Center. Students can use crayon or non-permanent marker to practice writing correct sounds.	
6. PLAY "CONCENTRATION." (See S 2.2.2, Strategy 8).	

S 5.2.2, 5.2.2a, S 6.2.2, 6.2.2a, S 6.2.3, 6.2.3a, S 7.2.3

2-LETTER BLENDS	3-LETTER BLENDS	ENDING BLENDS
breeze	sprint	hand
slant	throw	pond
spend	scrap	lift
treat	squall	prank
clean	stream	raft
start	straight	sect
drive	thrift	gong
skill	squeeze	limp
fresh	shrug	drink
blank	splice	must
small	scream	drift
crust	squint	sunk
snail	thread	wept
proud	scratch	mask
flash	splash	hint
	strike	past
	sprint	pond
		swept
		hunt
		lung
		fact
		pant

S 5.2.3, S 6.2.4

LONG AND SHORT VOWELS

Strategies

1. Using the flower bulletin board, have the students sit facing the bulletin board. Teacher or a student flashes a petal shaped card on which a word containing one of the multiple spellings of long vowel sounds is printed. The student reads the word aloud and places the petal in the flower which stands for the long vowel sound heard in the word.

Example:

Materials

Heavy construction paper or cardboard

bulletin board- -

a. 5 large cardboard flowers

b. staple a smaller circle with a long vowel marking in the center of each flower.

Schoolhouse Word Attack Skills Kit, SRA

Take, Garrard Publishing Company

Word Games, SRA

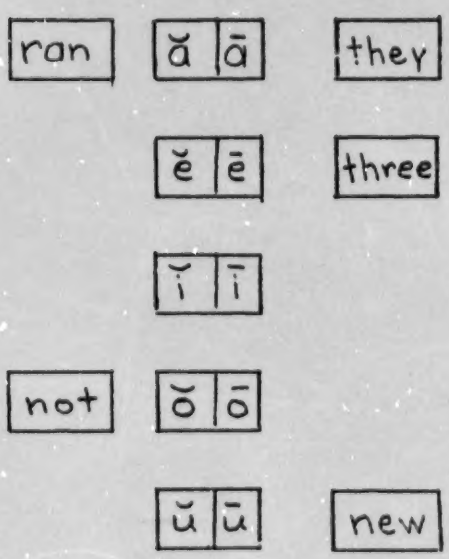
6.2.4

VOWEL CLASSIFICATION

Strategies

2. Have student arrange vowel cards in a column on the desk. As student reads a word card, s/he decides which vowel sound is heard in the word. The word card is then placed by the correct vowel card. Student proceeds through entire pile.

For example:

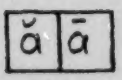


(can be done individually or as a group activity.)

Materials

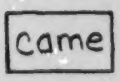
5 Vowel cards

Sample:



Dolch Word Cards (See next page for list)

Sample:



DOLCH WORD LIST FOR VOWEL CLASSIFICATION

ă	ā	ĕ	ē
that	say	went	three
black	they	then	she
am	came	yes	eat
fast	play	said	please
ran	make	help	he
thank	take	red	be
at	made	get	me
laugh	eight	let	green
can	may	when	see
have	gave	them	sleep
and	ate	read	these
had		well	read
shall		benn	keep
		best	clean
		ten	

ĭ	ī	ŏ	ō
sing	white	stop	no
his	like	on	so
him	find	not	go
give	I	hot	show
think	ride	got	old
wish	my		cold
live	why		know
six	five		own
which	by		grow
did	fly		hold
will	live		those
in	try		goes
with	right		don't
is	kind		both
this	write		
big	light		
it	buy		
if			
drink			
sit			
pick			

ŭ	ū
but	new
come	two
jump	too
run	do
us	blue
just	to
must	you
much	soon
done	use
cut	

5.2.4

R-Controlled Vowels

Strategies

1. Have students write ar and or at the top of a sheet of paper. Dictate words containing the two sounds and have the students write the word in the appropriate column. Use the following words for dictation.

art	for
arm	pork
bar	lord
card	corn
tart	torn
harm	cord
farm	storm
carp	horn
arch	north
smart	short

2. Have the students brainstorm and list words that contain the /ɔr/ sound. Write the words on the board. Have the students classify the words according to the r-controlled vowel.

Example:

er	ir	ur
fern	sir	fur
perk	fir	turn
term	dirt	curb
perch	girl	hurt
jerk	bird	curl

Materials

Word Attack Joy, pp. 70, 44, 27 Joy Keith

Recipe for Reading, Nina Traub pp. 113, 114, 115, 116, 117, 127, 128, 129

"Bossy R" Play, available from Title I Office

Lippincott, Super Books, I, II and III

BRS Satellites, SRA

Ginn Word Enrichment, Level 5, Unit 2

Macmillan Reading Spectrum, Word Analysis, Green Level

Schoolhouse Word Attack Skill Kit, SRA

Word Games, SRA, 35

5.2.4

R-Controlled Vowels

Strategies

3. PLAY the following game after the sounds have been introduced:

R-Game

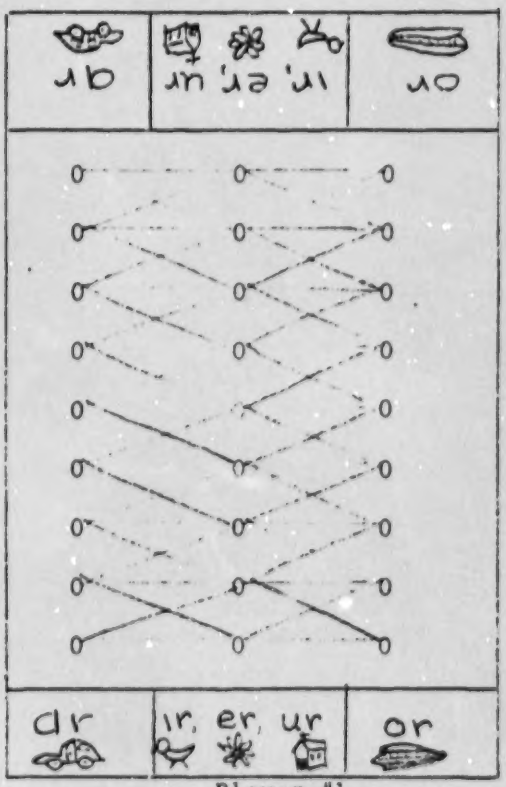
Two players. Each player chooses 3 discs of the same color and places them on the first three horizontal circles directly in front of the student.

Shuffle and stack cards, picture side up, in one pile. The second player picks up the first card and shows the picture to the first player. The first player must name the picture and give the r-controlled vowel for that word. If he is correct he may move a disc in that column one space. For example: with the word "horn" a disc could be moved within or into the "or" column. Players may jump their own or their opponent's discs. All plays must follow the direction of the connecting lines. The player who gets his 3 discs to the opposite side of the board (one in each of the last three circles) wins.

Materials

Gameboard
6 discs (3 of 2 colors)
Word/picture cards (60)

GAMEBOARD: Player #2



Player #1

Word/Picture Card:
(opposite side)

6.2.4

The learner will differentiate long and short vowel sounds in words. Given 30 words, the learner will group the words with the same vowel sounds.

Strategies

1. Game Knock

Choose 30 long and short vowel words - 3 long a, 3 short a, 3 long e, 3 short e, 3 long i, 3 short i, 3 long o, 3 short o, 3 long u, and 3 short u. Put each word on a card to make the playing deck. Make a heading strip for each of the long and short vowels listed above.

Deal all the cards. Dealt cards are left in a pile face down in front of each player. First student turns up a card, reads the word, then places it under the proper heading. If it is correct, he/she gets a point. If it is misplaced, the first opponent to challenge the player's choice by knocking lightly on the desk has the opportunity to make the correction and win a point.

Teacher records one point for a correct play, and takes 1 point away for an incorrect play.

2. Use Applied Phonics strategies on pp. 197-204.

Materials

Conquests in Reading
Webster McGraw

Speech -to - Print Phonics,
Harcourt, Brace & Johanovich

Word Games, SRA
Game 7, 10, 25-34

APPLIED PHONICS

Walter McHugh

example

of

Word - strip

far / car bar jar car

Children each have cards with numbrals 1 - 4, in order, on desk in front of them. As teacher holds up word-strip, the key word is given. Teacher then reads a definition off back of strip and children each hold up numeral-card corresponding to ordinal position of correct word.

Set 1

1.

tag	rag	wag	gag
1	2	3	4

(1) what a dog's tail does (wag). (2) a running game (tag). an old piece of cloth (rag).

2.

fold	sold	told	gold
1	2	3	4

(1) what you do with sheets and towels (fold). (2) when you "gave away" a secret (told). (3) an expensive yellow metal (gold).

3.

hat	mat	bat	rat
1	2	3	4

(1) something you use to hit a baseball (bat). (2) what keeps your head warm (hat). (3) an animal that looks like a very big mouse (rat).

4.

well	sell	yell	fell
1	2	3	4

(1) something loud you do with your voice (yell), (2) how you feel (well), (3) what salesmen do (sell).

5.

law	raw	jaw	paw
1	2	3	4

(1) under an animal's foot (paw). (2) under a word that means "not cooked" (raw). (3) something that moves when you talk (jaw).

6.

lump	hump	dump	pump
1	2	3	4

(1) what a camel has (hump). (2) a kind of truck (dump).

7.

tall	call	fall	hall
1	2	3	4

(1) a season of the year (fall). (2) what grown-ups are (tall). (3) part of the house or the school (hall).

Set 2

1.

chin	tin	spin	pin
1	2	3	4

(1) what a toy top does (spin). (2) a part of your face (chin). (3) what cans are made of (tin).

2.

wake	shake	bake	flake
1	2	3	4

(1) one crystal of snow (flake). (2) how you clean a mop (shake). (3) the way to cook cookies (bake).

3.

mop	chop	top	drop
1	2	3	4

(1) what you do with a hatchet (chop). (2) something to clean the floor (mop). (3) a little bit of rain or dew (drop).

4.

worn	born	thorn	horn
1	2	3	4

(1) part of a rose bush (thorn). (2) something you blow (horn) (3) what babies are (born).

5.

wide	slide	hide	bride
1	2	3	4

(1) a lady who is getting married (bride). (2) something you do on ice or snow (slide) (3) what you do when you don't want someone to find you (hide).

6.

dust	crust	rust	trust
1	2	3	4

(1) a part of bread (crust). (2) what your toys do when they are left out in the rain (rust). (3) what mother wipes off the furniture (dust).

7.

clown	gown	brown	crown
1	2	3	4

(1) a color (brown). (2) a circus performer (clown). (3) a king's hat (crown).

8.

nets	wets	sets	bets
1	2	3	4

(1) what you catch fish in (nets). (2) something the sun does (sets). (3) what rain does to grass (wets).

9.

pail	rail	whil	sail
1	2	3	4

247

(1) part of a fence (rail). (2) what a boat does (sail). (3) a bucket (pail).

Set 2 - Cont.

10.

nap	cap	map	lap
1	2	3	4

(1) something you wear on your head (cap). (2) a nice place to sit (lap). (3) a short sleep (nap).

11.

pill	hill	sill	kill
1	2	3	4

(1) part of a window frame (sill). (2) something to climb (hill) (3) what you can swallow (pill).

12.

hen	ten	pen	den
1	2	3	4

(1) how many toes you have (ten). (2) who lays eggs (hen). (3) what you put ink in (pen).

13.

deeds	weeds	seeds	feeds
1	2	3	4

(1) things you plant (seeds) (2) what a mother does to her baby (feeds). (3) something you don't want in your garden (weeds).

14.

pest	test	went	nest
1	2	3	4

(1) a bird's house (nest). (2) something you take in school (test). (3) where the sun sets (west).

15.

hot	pot	rot	cot
1	2	3	4

(1) what a fire is (hot). (2) something to cook in (pot). (3) a little bed (cot).

16.

spark	bark	lark	shark
1	2	3	4

(1) a man-eating fish (shark). (2) something electric (spark). (3) the outside of a tree (bark).

17.

spank	thank	yank	tank
1	2	3	4

(1) an army machine (tank). (2) a punishment (spank). (3) a quick pull (yank).

18.

tool	spool	cool	stool
1	2	3	4

(1) something to sit on (stool). (2) a hammer or saw (tool). (3) what a thread comes on (spool).

19.

wreck	speck	peck	check
1	2	3	4

(1) a bad car accident (wreck). (2) what chickens do when they eat (peck). (3) a little, tiny bit (speck).

20.

grind	hind	blind	mind
1	2	23	4

(1) what you think with (mind). (2) someone who cannot see (blind). (3) a dog's back leg (hind).

21.

dear	spear	fear	clear
1	2	3	4

(1) something grownups call you (dear). (2) a bright, sunny day (clear). (3) a long, pointed weapon (spear).

22.

poke	choke	smoke	woke
1	2	3	4

(1) something you do with your finger (poke). (2) what comes from a chimney (smoke). (3) that happens when you cough (choke).

24.

match	batch	scratch	patch
1	2	3	4

(1) what a cat's claws can do (scratch) (2) what is used to light a fire (match). (3) a piece of cloth to mend your pants (patch).

25.

beach	teach	preach	peach
1	2	3	4

(1) what a teacher does (teach). (2) a sandy place (beach). (3) a kind of fruit (peach)

Set 3

1.

track	back	crack	pack
1	2	3	4

(1) what you do to a suitcase (pack). (2) part of a railroad (track). (3) a broken line (crack).

2.

pink	drink	sink	wink
1	2	3	4

(1) what your eye can do (wink) (2) milk or orange juice (drink). (3) a color (pink).

3.

show	low	throw	crow
1	2	3	4

(1) a big, black bird (crow). (2) a movie (show). (3) what you do with a ball (throw).

4.

creep	deep	pepp	steep
1	2	3	4

(1) a kind of hill (steep). (2) what a baby does (creep). (3) a chicken's noise (peep).

5.

wing	king	bring	sting
1	22	3	4

(1) someone who wears a crown (king). (2) a bee bite (sting). (3) a part of a bird (wing).

6.

knee	tree	fee	bee
1	2	3	4

(1) part of your leg (knee). (2) a busy insect who gathers honey (bee). (3) something with branches and leaves (tree).

7.

pain	stain	main	grain
1	2	3	4

(1) a little piece of sand (grain) (2) a feeling that hurts (pain). (3) a spot on your shirt that won't wash out (stain).

8.

line	twine	fine	pine
1	2	3	4

(1) something straight (line). (2) a kind of evergreen tree (pine). (3) what you say when someone asks "How are you?" (fine).

9.

wins	spins	pins	fins
1	2	3	4

(1) your team does if it gets the most points (wins). (2) what a toy top does (spins). (3) something sharp (pins).

10.

sad	mad	pad	bad
1	2	3	4

(1) a word that means angry (mad). (2) a word that means naughty (bad). (3) a word that means unhappy (sad).

11.

pick	sick	brick	thick
1	2	3	4

(1) something houses are made of (brick). (2) how you gather flowers (pick) (3). what you are when you don't feel well (sick).

12.

crash	cash	trash	mash
1	2	3	4

(1) a loud noise (crash). (2) garbage or waste paper (trash). (3) a way to fix potatoes (mash).

13.

blink	sink	pink	rink
1	2	3	4

(1) what your eyes do (blink). (2) under a color (pink) (3) part of a kitchen (sink).

14.

sweet	feet	beet	tweet
1	2	3	4

(1) what shoes goes on (feet) (2) a bird's song (tweet). (3) what sugar is (sweet).

15

tight	flight	sight	night
1	2	3	4

(1) when you sleep (night). (2) how you like to hold someone's hand (tight) (3) an airplane trip (flight).

Set 4

1.

band	land	hand	stand
1	2	3	4

(1) under a group which plays musical instruments (band). (2) a part of your arm (hand). (3) that airplanes do when they come down (land.)

2.

meat	beat	wheat	heat
1	2	3	4

(1) something that grows in fields (wheat). (2) a hambuger or steak (meat). (3) why we have radiators (heat).

3.

bat	flat	pat	bat
1	2	3	4

(1) what you do to make friends with a dog (pat). (2) something you wear on your head (hat). (3) what you hit a baseball with (bat).

4.

fit	pit	hit	spit
1	2	3	4

(1) what you do to a baseball (hit). (2) something your shoes do, if they are the right size (fit). (3) what an angry cat does (spit).

5.

tin	spin	chin	grin
1	2	3	4

(1) what a toy top does (spin). (2) something cans are made of (tin) (3) part of your face (chin).

6.

cold	gold	fold	scold
1	2	3	4

(1) a shiny color (gold). (2) what grownups do if you are naughty (scold). (3) what you do to sheets and towels (fold).

7.

sour	flour	hour	scour
1	2	3	4

(1) something white that is used for baking (flour). (2) what the little hand on the clock shows (hour). (3) the taste of a lemon (sour).

6.2.5, 6.2.6

HARD & SOFT C and G

Strategies

1. a. List words that begin with c on the board. Review the two sounds represented by the letter c - /k/ and /s/. Put /k/ and /s/ on the board to head two columns. Have students pronounce the listed words and record under /k/ or /s/ according to beginning sound.

   b. Ask students to look at the two columns and discuss similarities they observe - first, with words in the /k/ group; then, the /s/ group. Guide students to form these generalizations:

      c before i,e,y is usually /s/
      c before all other letters is usually /k/.

   c. Ask students to apply the generalizations by using them to write and read words in context.

2. This activity can also be used to develop these generalizations for the letter g:

      g before i,e,y is usually /j/
      g before all other letters is usually /g/

3. Repeat the activity to show students that the generalizations also apply to c and g in the middle of a word.

Materials

Ginn Word Enrichment, Level 5, Unit 3

Macmillan Reading Spectrum, Word Analysis, Orange level

Professional Books Word Attack, Joy, pp. 21, 36, 72, 74

for c

can
cup
cute
cash
clash
clamp
candy
space
mice
clip
cape
cone
crash
cash
ice
cent
cycle
fancy
race
cell
face
nice
center
come
call
cube
Nancy
circus

for g

got
gum
grab
globe
game
age
huge
gave
page
gym
gem
germ
gas
gold
guess
glad
giant
giraffe
ginger
gypsy
glean

S 7.2.4, 7.2.4a, 7.2.4b, 7.2.4c

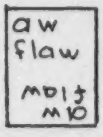
VOWEL DIPHTHONGS

Strategies

1. CRAZY 8 - Prepare a deck of 38 cards, 5 groups of 6 cards, each representing one diphthong. The other 8 cards should have a large 8 embellished to look like a fantasy creature.

The children find words from their own materials to make their word list.

The game is to be played like Crazy 8. Each player is dealt five cards which are arranged in a concealed hand. The remaining cards are placed face down in the center to form a pick up and discard pile.



The first player must match the diphthong that is face-up by playing one of his cards on top of it and pronouncing his word. If he cannot match the diphthong, he may play a "Crazy 8" card and name a different diphthong. If neither of these choices is possible, he draws form the face-down pile. If he still cannot play, he "passes" and the play moves on. First one out of cards is the winner.

May be adapted to: beginning sounds, endings, prefixes, suffixes, blends, vowel sounds, hard and soft c and g.

Materials

Ginn Word Enrichment, Levels 5 & 6

MacMillan Reading Spectrum, Word Analysis, Yellow Level

Professional Books for lists of words refer to: Keith, Word Attack Joy, pp. 93-102

Schoolhouse Word Attack Skills Kit SRA

Word Games, SRA, Games 36-38.

BRS Satellite Kit, Level E,F, SRA

7.2.1, 8.2.1

SYLLABLES

Strategies

1. The first step in teaching syllabication is to have students hear how many syllables are in a word. Do this by asking the students to pronounce the word with their lips closed.

2. See pp. 208-220 for sequential strategies for teaching syllabication

Materials

Conquests in Reading

Ginn Word Enrichment
Levels 5,6

MacMillan Reading Spectrum
Word Analysis Purple Level

Hoffman Reader,
Achievement Units:
100-30 -- 100-39
100-40 -- 100-49

S 7.2.1, S 8.2.1

LESSON I

What's In A Word?

Syllables

A syllable is one small word:

in cry rob like

A syllable is part of a longer word:

in/vent cry/ing rob/ber un/like/ly

Sometimes a syllable is just one letter in a longer word:

a/corn o/pen i/de/a rob/er/y

Each syllable in a word is pronounced in one sound. When you pronounce a one-syllable word, blend the letters together to make one sound.

desk chair ink pen book catch

Learn this definition of a syllable:

A syllable is a single letter or group of letters pronounced in one sound.

Letter

Syllables are made up of vowel letters and consonant letters.

Six of the letters in the alphabet are called vowels:

a e i o u and y

All other letters are called consonants. (The letter y is a consonant also when it begins a syllable: yes, year, yell.)

Write the twenty-one (21) consonant letters on the lines below.

_ _

Every small word and every syllable in a longer word is pronounced with a vowel sound. Vowel letters have two important sounds. Short sounds and long sounds. The sound of a vowel depends upon the kind of syllable in which it appears.

Three Kinds of Syllables

1. Closed syllables and short vowel sounds

A syllable that ends with a consonant letter is called a closed syllable.

in sat bet pub/lic sys/tem

The vowel in a closed syllable is generally short.
In the dictionary a curved line (ă) is placed over a vowel to show that it is short.

You can hear the short sound of each vowel in the Key Words listed below. Notice that the vowels i and y have the same short sound.

a	(a)	at	o	(o)	odd
e	(e)	end	u	(u)	up
i	(i)	It	y	(i)	gym

Practice saying just the vowel sound you hear in each Key Word. Learn the Key Words. You will be asked to write them at the end of the lesson. Make up a sentence containing the Key Words. It will help you to remember them.

Exercise I

Directions:
Listen to the short vowel sound in each syllable as you pronounce the words in the columns below. Notice that each syllable ends with a consonant letter.

Examples of closed syllables

Column I One-syllable Words	Column II Two-syllable Words	Column III Three-syllable Words
chat	hem/lock cos/mic	gym/nas/tics
mend	cos/mic	mag/net/ic
gift	tid/bit	At/lan/tic
frog	mas/cot	fan/tas/tic
stump	am/bush	pol/ish/ing
myth	mys/tic	in/hab/it

Exercise II

Directions:
Place a short mark over each vowel in the words you have just read. Make each mark neat and clear. Say the short sound of the vowel to yourself as you mark it. The Key Words will remind you of the correct sound to give each vowel.

Exercise III

Do this exercise to see if you know the short vowel sounds.

Directions:
First, read the numbered definitions. Then look at the letters beside each one. Say the word that is needed to fit the definition, listening carefully to the vowel sound. Write the missing vowel on the line provided.

Definition	Word	Definition	Word
1. best friend	ch__m	6. to change	sh__ft
2. to poke	pr__d	7. old cans	tr sh

Cont.

Definition	Word	Definition	Word
3. a bullet	sl__g	8. kind of fish	shr__mp
4. a support	Pr__p	9. winning card	tr__mp
5. to sew	m__nd	10. quick drawing	sk__tch

Exercise IV

Here is another exercise for making sure that you know the short sounds of the vowels.

Directions:
You are to pronounce syllables that have been taken out of longer words. Such syllables are sometimes called "nonsense" words. If you can read these syllables correctly and quickly, you have learned the short sounds of the vowels.

1. caf	6. nist	11. smol	16. tem/val
2. pos	7. drant	12. crypt	17. hal/bib
3. len	8. prod	13. dult	18. es/toc
4. sym	9. hild	14. spong	19. tran/lat
5. neg	10. flab	15. grap	20. cryp/tym

Ask your teachers to dictate these "words" to you for spelling. When you hear the sound y, spell it with the letter i.

An Important Warning

You must understand that there are exceptions to every rule you will learn in these pages.

Most of the words that make up English have been borrowed from foreign languages. In some cases, the pronunciation was borrowed along with the words. Such words do not follow the rules you are familiar with.

Be prepared to come across words that break rules and need to be learned separately. The sense of a sentence often helps you to recognize such words.

"Foolers"

Listed below are some one-syllable words that end in a consonant letter. You would expect to pronounce them with a short vowel sound.

These words, however, are "foolers": the vowel is pronounced with a long sound.

roll	old	most
roll (place where votes are cast)	fold	host
toll (a tax)	gold	post
scroll	hold	ghost
knoll	sold	
	told	

climb	bind		child
comb	find		mild
	mind	210	wild
	wind		
	blind		
	grind		

2. Open Syllables and Long Vowel Sounds

A syllable that ends with a vowel is called an open syllable.

me go cry ho/bo po/ta/to

The vowel in an open syllable is usually long; that is, it is pronounced the same as the name of the letter, except for y.

In the dictionary a straight mark (ā) is placed over a vowel to show that it is long.

You can hear the long sounds of the vowels in the Key Words written below.

Notice that the vowels i and y have the same long sound.

Notice also that the letters y and u each have two long sounds.

a	(ā)	ba/by	u	(ū)	mu/sic
e	(ē)	she		(o͞o)	ru/by
i	(ī)	spi/der	y	(ȳ)	my
o	(ō)	go		(ē)	lady *See footnote

Learn the Key Words

Exercise V

Directions:
Listen for the long sound of the vowel in the open syllables as you pronounce the words in the columns below.

As you pronounce each word, place a long mark over the vowel in each open syllable. Say the long sound of the vowel to yourself as you mark it.

The first word in each column has been marked for you.

Column I First Syllable Open	Column II First and Second Syllables Open	Column III Both Syllables Open
mō/ment	mū/sē/um	pō/lō
ba/con	cre/a/tion	.ve/to
pu/pil	e/qua/tor	he/ro
me/ter	do/na/tion	
cli/mas	va/ca/tion	
hy/drant	e/mə̆/tion	

*Footnote
In most dictionaries, the sound of the vowel y in lady is shown by a short i (i);

Examples: lady (lā dĭ) slowly (slō lĭ) crazy (krā zĭ)

A majority of people, however, pronounce the y at the end of these words with a long e sound.

Examples: lady (lā'dē) slowly (slō'lē) crazy (krā'zē)

Exercise VI

Directions:
A vowel letter in an open syllable is missing in one word of each phrase written below.

Pronounce the word that is needed to complete the phrase, listening for the sound of the missing vowel.

Write the missing vowel on the line provided in the incomplete word.

1. a class mot/t__
2. h__/mid weather
3. a state of con/f__/sion
4. a course in b__/ol/o/gy
5. to visit a mu/s__/um
6. an active vol/c__/no
7. the fire s__/ren
8. to play a ban/j__
9. to eat a c__/cum/ber
10. oc/cu/p__/ing space

3. Silent-e Syllables and Long Vowel Sounds

A silent-e syllable is one which ends with a vowel, a consonant, and the letter e.

same rode ride use

In the dictionary the pronunciation of a silent-e syllable is shown by a long mark over the vowel. The e at the end is not written because it does not sound. Listen to the long sound of the vowel as you say each of these Key Words.

safe (saf)
these (thez)
pine (pin)
home (hom)
mule (mul)
tyoe (tip)
rule (rool)

Exercise VII

Directions:
Read the words below in pairs.

Listen for a short vowel sound when you pronounce the closed syllables. Listen for a long vowel sound when you pronounce the silent-e syllables.

Closed syllables and Silent-e Syllables

strip	at	tap	dim	rip	scrap	slim	hop	cub	tub	quit	plum
stripe	ate	tape	dime	ripe	scrape	slime	hope	cube	tube	quite	plume

Exercise VIII

Directions:
Complete the silent-e word or words in each of the sentences at the top of the following page by writing in the missing vowel letter.

Exercise VIII (continued)

1. The king sat on his thr__ne.
2. The man walked with a long str__de.
3. Brother can you sp__re a dime?
4. The boys built a cr__de shelter.
5. No one could trans/l__te the sentence.
6. A new vol/__me has been published.
7. To tell a lie is a sh__me/ful act.
8. Some people cr__ve ex/c__te/ment.
9. The doctor had to pr__be into the wound.
10. The ground was too hard to sp__de.

Many longer words end with a silent-e syllable

absolute excite disgrace

Learn to watch also for a silent-e syllable in a word to which an ending has been added.

absolutely excitement disgraceful

Exercise IX

Directions:
Find the silent-e syllable in each of the longer words printed below. Place a long mark over the vowel in each silent-e syllable. Draw a line neatly through the e at the end of the syllable to show that it is not pronounced.

Two-syllable Words	Three-syllable Words
e x / c i t e	a b / s o / l u t e
s h a m e / f u l	o r / g a n / i z e
e s / c a p e	p o r / c u / p i n e
u m / p i r e	i n t e r / f e r e
l i f e / l e s s	u n / l i k e / l y

Exercise X

Here is a real test of your ability to pronounce silent-e syllables.
The syllables below appear in many common words.
Pronounce them quickly and correctly.

-pire	-ize	-lite	-plode	-lute	-buke
-plete	-fere	-treme	-mune	-fice	-pite
-pete	-pute	-tine	-sume	-mate	-cate

Exercise X (continued)

Complete the last word in each of these sentences by adding one of the syllables you have just pronounced.

1. Be my val/en/_____.
2. I was com/_____/ly lost.
3. The bomb might ex/_____.
4. You are ab/so/____/ly right.
5. Don't argue with the um/_____.

The letter r in the Silent-e syllable.

Read the pairs of words below. Listen for the long sound of the vowel in the silent-e syilables.

car	care	spar	spare	
mar	mare	fir	fire	
bar	bare	cur	cure	
far	fare	her	here	
star	stare	for	fore	(they sound the same)

Directions:
Complete the statements below by writing in words from the pairs you have just read.

Study the example.

Example: The famous star was used to having people stare at her.

1. The _____ tree caught on _____.
2. You can save bus _____ when you do not have _____ to go.
3. Boxers like to _____ in their _____ time.
4. The jockey did not want to _____ the record of his prize _____.
5. The usher tried to _____ the way with his _____ hands.

Exercise XI Hearing the Vowel Sound in a Silent-e Syllable

Directions:
In each phrase below, notice that the vowel in the silent-e syllable of a word is missing.
From the sense of the phrase, figure out what the word is, then pronounce the word. Decide which vowel letter you need to supply. Write the missing vowel in the underlined word first. Write the whole word correctly on the line provided beside each phrase.

Example: to avoid the glare of the sun. ____glare____

1. To have sinc__re intentions 214 _____

Exercise XI

2. to try to prep__re your lessons _____
3. to grow to adm__re a friend _____
4. to act in an immat__re fashion _____
5. to plan for your ret__rement _____
6. to want a cashm__re sweater _____
7. to bew__re of easy money _____
8. not to requ__re much attention _____
9. to decl__re the meeting closed _____
10. to live in a pleasant atmosph__re _____

Exercise XII

Some Practice in Pronouncing Syllables

Directions:
See how quickly and accurately you can pronounce the syllables that are written below.
Remember to pronounce closed syllables with a short vowel sound. Pronounce open syllables with a long vowel sound.

With what vowel sound is a silent-e syllable generally pronounced?
Answer _____.

pute	ri	po	trem	sile	urne
vel	vive	syl	lete	pol	mo
nq	grem	past	ize	cu	yze
vene	sym	fe	fa	val	ete
buke	ut	nide	om	vale	ate
nif	si	fere	rit	pre	vol
um	ute	fum	reme	bine	flu
ot	fide	em	sep	ra	trib

Accent

When you pronounce a word made up of two or more syllables, you generally say one syllable with more force than the others.

In the dictionary, an accent mark (′) is placed just after the syllable that is said with more force.

It is accent (force) that makes the vowel have a clear short sound in a closed syllable; a clear long sound in an open syllable.

Examples: bŏt′tom a′ble; sup/ply′ (pli) com/mute′ (mut)

All unaccented vowels tend to sound alike.

You can hear this soft unaccented vowel sound in the first syllable of these words.

a/lone′ a/round′ a/bout′

Exercuse XIII

Directions:
Read each phrase below.
As you pronounce the underlined word, listen for a clear short vowel sound or a clear long vowel sound in one of the syllables.
Then, where the word is rewritten, place a dark accent mark (′) just after the syllable in which you hear a clear short or long vowel sound.
Next, write the letter L (long) or S (short) to show the kind of sound you hear in the accented syllable.

Notice that the first two are done as examples.

		Accented syllable	Vowel sound in accented syllable
1.	a christmas ribbon	rib bon	S
2.	to watch a parade	pa rade	L
3.	to dig a canal	ca nal	_____
4.	to play in the arena	a re na	_____
5.	to break your crystal	crys tal	_____
6.	to follow an old custom	cus tom	_____
7.	to know a secret	se cret	_____
8.	never to abuse an animal	a buse	_____
9.	to reply at once	re ply	_____
10.	to want to be a pilot	pi lot	_____
11.	to pour into a funnel	fun nel	_____
12.	to connect two pipes	con nect	_____

Total possible score 10 Your score _____

In Chapter 8 you will study the matter of accent in more detail.

Meanwhile, remember that the vowel in an accented closed syllable has a clear short sound. The vowel in an accented open syllable has a clear long sound.

Remember also, that unaccented vowels all tend to have the sound you hear in the first syllable of the word a/round.

A FINAL CHECK.....

Test your understanding of the principles you have studied by figuring out the pronunciation of "made-up" words.

Prepare to read aloud the nonsense poem called "Jabberwocky," which is printed below.

The pronunciation of each "made-up" word appears just above the poem. Practice saying the "made-up words."

Then read the poem aloud several times until you can read it smoothly.

Try to read the poem with effective expression. Pause when you see a comma; drop your voice when you see a semicolon, a period, or an exclamation mark.

"Made-up" Words	Pronunciation
1. Jabberwocky	(jab′er wŏk ē)
2. brillig	(brĭl′ĭg)
3. slithy	(slī′thē)
4. toves	(tōvz)
5. gyre	((jīr)
6. jimble	(jĭm′b′l)
7. wabe	(wāb)
8. mimzy	(mĭm zē)
9. borogoves	(bŏr ō gōve)
10. mome	(mōm)
11. raths	(răthz)
12. grabe	(grāb)
13. Jubjub	(jŭb′jŭb)
14. frunjus	(frŭm′jŭs)
15. Bandersnatch	(ben der snach)

Jabberwocky

'Twas brillig, and the slithy toves
Did gyre and jimble in the wabe;
All mimzy were the borogoves,
and the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumjus Bandersnatch!"

Adapted from "Jaberwocky" by Lewis Carroll

R E V I E W

Learn to spell these words: ac/cent vow/el con/so/nent syl/la/ble

Try to complete the following statements without looking back at the lesson.

1. A letter or a group of letters pronounced in one sound is called a _____.

2. In a longer word, the part that is pronounced with more force is said to receive the _____.

Using the proper mark, show the syllable in each of the underlined words which is said with more force.

Does anyone object to the idea? (ob ject)
What is your object in coming here? (ob ject)

3. A closed syllable is one that ends with a _____ letter and is usually pronounced with a _____ vowel sound.

4. Two vowel letters that have the same short sound are _____ and _____.

5. An example of a "fooler" is the word _____.

6. An open syllable is one that ends with a _____ letter and is usually pronounced with a _____ sound.

7. A silent-e syllable is one that ends with a _____, a _____, and the letter e. It is often pronounced with a _____ vowel sound.

8. Write the Key Words* that are examples of short vowel sounds in closed syllables. Write the dictionary spelling of each sound in the parentheses.

a ( ) _____ o ( ) _____

e ( ) _____ u ( ) _____

i ( ) _____ y ( ) _____

9. Write the Key Words* that are examples of long vowel sounds in open syllables. Write the dictionary spelling of each sound in the parentheses.

a ( ) _____ o ( ) _____

e ( ) _____ u ( ) _____ u ( ) _____

i ( ) _____ y ( ) _____ y ( ) _____

10. Write the Key Words* that are examples of long vowel sounds in silent-e syllables. In the parentheses write the pronunciation of each word as it is shown in the dictionary.

a-e _____ (_____) o-e _____ (_____)

e-e _____ (_____) u-e _____ (_____)

i-e _____ (_____) y-e _____ (_____)

*See page 2 for Key Words.

PRACTICAL APPLICATION
Supplement to Lesson 1

Spelling by Syllables

You have learned to pronounce three kinds of syllables: closed, open and silent-e.

You may find that knowing about these kinds of syllables is great aid to you in spelling.

First, however, you should "warm up" with some oral spelling. You will close your book awhile your teacher pronounces the words listed below. She will pronounce each syllable in a word very distinctly.

Then you say the word, separating each syllable. Listen carefully to the sound you hear as you say each syllable. Then, spell the word out loud, pausing between the syllables.

frag/ment	mag/ne/to
fan/tas/tic	fran/tic
ab/so/lute	splin/ter

Below these directions, you will see lines on which you are to write the syllables of the words your teacher is ready to pronounce.

Listen carefully to the sound of each syllable as your teacher pronounces the word. Then write the word in syllables, putting one syllable on each line. You have a good chance of getting all the words correct if you listen carefully to each syllable.

1. _____ _____
2. _____ _____ _____
3. _____
4. _____ _____ _____
5. _____ _____ _____
6. _____ _____ _____ _____ _____
7. _____ _____ _____
8. _____ _____ _____
9. _____ _____ _____ _____
10. _____ _____ _____
11. _____ _____ _____
12. _____ _____ _____
13. _____ _____ _____
14. _____ _____
15. _____ _____ _____
16. _____ _____ _____
17. _____ _____ _____
18. _____ _____ _____
19. _____ _____ _____
20. _____ _____
21. _____ _____ _____
22. _____ _____ _____ _____
23. _____ _____ _____
24. _____ _____
25. _____ _____ _____ _____

S 7.2.1, S 8.2.1

SYLLABICATION

Strategies

3. Game - Syllabication Baseball

Set up bases around the room:

home plate
first base
second base
third base

Divide class into two teams. One team is up to bat; one is in the field. When a batter is up, batter takes word card from pile, and: 1) tells how many syllables, 2) divides word into syllables and 3) reads word. If all three responses are correct, batter makes a "hit" and advances the number of bases equal to the number of syllables in the word. If any of the three responds are incorrect, the batter is "out." Play continues according to baseball rules. Three outs constitutes an inning. Team with most points after nine innings wins.

Materials

word cards with 1,2,3 and 4 syllable words (word list on next page).

S 7.2.1, S 8.2.1 - SYLLABICATION

1	2	3	4
run	salad	patio	catastrophe
baked	funny	umbrella	conversation
stayed	saddled	envelope	activated
fit	music	typical	relationship
right	stated	piano	television
sod	frightened	constructed	thermometer
quite	quiet	encourage	helicopter
tripped	prefer	tapestry	magnificent
such	finished	speculate	satisfaction
plucked	stifle	average	situation
spite	suggest	syllable	departmental
pried	rigid	beautiful	superstition
clout	questioned	grandmother	occupations
strand	plotted	newspaper	caterpillar
jump	window	department	information

S 7.2.2, S 8.2.2, S 9.2.2

AFFIXES
ROOT WORDS

Strategies

1. Write these sentences on the board:

"The plane does not stop between Chicago and Los Angeles."

"It is a nonstop flight."

Read the sentences aloud. Ask the students to compare the meanings of the two sentences. Have them find the word part that means "not" in the second sentence. List familiar words that contain "non" such as:

nonsense, nonprofit, nonfiction, nonskid.

Have students define these words and use them in sentences. Use this strategy with other affixes.

a. Write pairs of sentences such as:

"The group believed in not using violence to gain their freedom."
"They believed in _____."

Ask students to read the sentences to tell which word completes the meaning.

Materials

S 7.2.2, S 8.2.2, S 9.2.2 Cont.

AFFIXES
ROOT WORDS

Strategies

b. List the following words on the board:

nonconforming, noncommital, nonmetallic, nonproductive, nonexistence.

Give a sentence orally such as:

"Billy was refusing to follow the rules."

Ask which word listed on the board means the same thing as "refusing to follow the rules." Use same procedure with the other words.

c. When students are familiar with several prefixes and/or suffixes, have the student complete the following:

non	pre	sub
_____	stop	not stop
_____	view	see before
_____	school	before school
_____	marine	under water

Materials

Kottmeyer, The Magic World of Dr. Spello, Unit 15 - Conquests in Reading, Kottmeyer, 1962 pp 114-127 130,132 -144

Ginn Word Enrichment Program, Level 6, Unit III and IV

Macmillan Reading Spectrum Word Analysis, Purple Level, Vocabulary, Yellow, Green, Blue and Purple Levels

BRS Satellite, SRA, Levels D,E,F

Professional Books
Word Attack Joy, Joy L. Keith 85, 112, 113, 66

Croft - A System Approach to Word Attack Skills, Workshop 7, p. 15

Energizers for Reading Instruction, pp. 126-127, 121, Richard A. Thompson

Lrng. Activities for Reading, Herr p. 99, 116, 137

ROOT WORDS
AFFIXES

Strategies

2. PLAY - "ROOT WORD RUMMY."

Rules:
Deal seven cards to each player. Player to left of dealer begins by asking any player, "Do you have the root word (finish) ?

The answering player must give all cards with that root word. If a player has none, the asking player takes a card from top of the deck. If successful from either source, asking player continues turn until unsuccessful. Play passes to player on the left.

When player has a book, player reads all four cards out loud. If read correctly, player keeps book. If not read correctly, cards are reshuffled into deck.

Play continues until all books are complete. Player with most books wins.

Materials

Root Word Rummy deck:

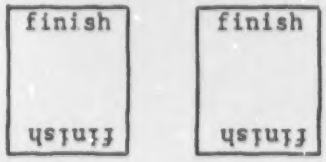
13 books of 4 cards each

Sample books:

finish	pay
refinish	payable
unfinished	paid
finishing	prepaid

(One card has the root of the book.)

Sample cards:



S 8.2.3

SILENT LETTERS

Strategies

1. Teach the sound/symbol relationships for these letters:

wr	as in	wring
gn	as in	gnat
mb	as in	thumb
kn	as in	knit
dge	as in	fudge

2. Have students use basal readers or some other source to develop lists of wr-, kn-, etc. words.

   Then use the lists in a creative writing activity to develop tongue twisters or alliterative sentences, i.e. A knot is not nice.

Materials

BRS Satellites, SRA

Kottmeyer, Conquests in Reading, pp. 95,96

Kottmeyer, Magic World of Dr. Spell pp. 62,63

Schwartz, Alvin, A Twist of Twists, A Tangle of Tongues, J. B. Lippinco New York, 1972

Macmillan Reading Spectrum, Word Analysis, Red Level

S 9.2.1

Phonetic Spelling

Strategies

1. List unfamiliar words containing a variety of vowel sounds such as:

family
naive
opaque
azure
mauve
chamois
scallop
bologna
coyote
etc.

Have students locate the entry word "naive" in their dictionaries. On the chalk board write the word, entry word and the phonetic spelling that follows the entry word. Refer to the pronunciation key and record the symbol and representational spelling for word part.

For Example:

	word	entry word	phonetic spelling
1.	family	fam·i·ly	făm´ ə-lē
2.	naive	na·ive	nä-ēv´

Symbol representational spelling:

ä	(father)
ē	(bee)
ă	(pat)
ə	(edible
ē	(bee)

Materials

Dictionaries

S 9.2.1 Cont.

Phonetic Spelling

Strategies	Materials
Explain that the entry word shows where words are divided into syllables and the phonetic spelling shows which syllable is accented. Continue this process with the listed w rds until students understand the phonetic symbols.	
2. Display chart with pronunciation key copied from a commonly used dictionary. Write new basal or content vocabulary and their phonetic spellings. Ask students to establish the pronunciation of each word by referring to the phonetic spelling and the pronunciation key.	
3. Give students the comic section of a newspaper and have them pick a simply written comic strip (i.e. "Peanuts," "P.T. Bimbo," "Wizard of Id," "Family Circle," etc.). Cut the captions off and paste the comic strip on oak tag. Have students write the captions phonetically in place of the original caption. Paste original captions on back. Students may then try to read each other's comic strip or save for review later.	newspaper scissors paste markers old flashcards
4. Make a phonetically spelled book using these steps: a. Write original story. b. Convert story to phonetic spelling using classroom dictionary. c. Draw pictures or use photographs of story highlights. d. Type story in phonetic spelling (draw in diacritical markings). e. Have book bound at Curriculum Center.	"Vowel Solitaire," Scott Foresman Macmillan Reading Spectrum, Vocabulary Green, Blue and Purple Levels